Student Name _____

Teacher Name _____

School _____

System _____

TENNESSEE

Tennessee Comprehensive Assessment Program
Modified Academic Achievement Standards ~ Grade 6
Item Sampler
Version B

Table of Contents

Introduction

What is the TCAP Modified Academic Achievement Standards Test?

The TCAP Modified Academic Achievement Standards Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

Who is eligible to be tested?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.

2. Eligible students may have a disability in any of the Federal disability categories. Note: The category Functionally Delayed is a State category, but a student cannot be excluded from participation in this assessment based on category of disability. A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but the student will be considered a non-participant and his scores cannot be counted for AYP. **A student classified as Functionally Delayed taking the test would not count toward the 2% cap because he is considered a non-participant.**

3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How do I use the sample questions?

These questions provide information about the TCAP Modified Academic Achievement Standards Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Modified Academic Achievement Standards Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Modified Academic Achievement Standards Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The Modified Academic Achievement Standards Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

Here are some tips for preparing students for the test.

Remind students to:

<u>Relax</u>: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

<u>Listen</u>: Listen to and read the test directions carefully.

<u>Plan Use of Time</u>: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

<u>Pause and Think</u>: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Reading/Language Arts

Directions   **A student wrote this rough draft of a report for English class. It contains mistakes. Read the report and answer Numbers 1 through 9.**

Courteous Callers

(1) The telephone is an amazing invention. (2) Telephones were first invented in 1876. (3) The first phones were the size of a large toolbox required an operator to connect a call. (4) Today, cell phones do much more than make calls. (5) Phones can play music and take pictures. (6) Some phones can be used almost anywhere. (7) This benefit can be a problem because people don't not always remember their manners when using their phones. (8) Courteous phone manners are important; they are important whether speaking on a telephone in the privacy of your home or on a cell phone in public.

(9) Always answer the phone politely. (10) Identify yourself and are addressing the caller by his or her name. (11) Speak in a clear, normal tone of voice, and give the caller your full attention. (12) Turn down the volume on the radio or television. (13) If you are unable to talk when you receive a call, allow the caller to leave a message. (14) It is also acceptable to ask the caller if you can return his or her call at a later time.

(15) When making calls, it is important to think about the time of day. (16) Never call people too early in the morning. (17) Do not call too late in the evening. (18) Try to avoid calling people when they might be eating a meal. (19) Ignoring people in the room while you talk on the phone can make them feel left out. (20) It is rude to have a phone conversation when you have a guest present.

(21) Callers should also be aware of the people around them. (22) Make your phone calls at least ten feet away from other people. (23) This act is especially important if others are trying to watch television or complete homework. (24) This rule also applies when speaking on the phone in a public place. (25) Always excuse yourself and take calls in a hallway, lobby, or outside the building for your own privacy and to show courtisy to others.

(26) The best rule to follow when talking on telephones are to be considerate. (27) Telephones are becoming commoner everywhere. (28) Good manners should be common too.

Reporting Category:	1 Language
Performance Indicator:	**0601.1.2 Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.**

1 **Read Sentence 10.**

Identify yourself and <u>are addressing</u> the caller by his or her name.

Choose the correct way to write the underlined words.

A addresses

B address

C addressed

Reporting Category:	1 Language
Performance Indicator:	**0601.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.**

2 **Read Sentence 27.**

Telephones are becoming <u>commoner</u> everywhere.

Choose the correct way to write the underlined word.

F most commoner

G commonest

H more common

Reporting Category:	1 Language
Performance Indicator:	**0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).**

3 **Read Sentence 3.**

The first phones were the size of a large toolbox required an operator to connect a call.

Choose the best way to correct this run-on sentence.

A The first phones were the size of a large toolbox. But required an operator to connect a call.

B The first phones were the size of a large toolbox and required an operator to connect a call.

C The first phones were the size of a large toolbox; therefore required an operator to connect a call.

Page 8 │ Grade 6 Reading/Language Arts

Reporting Category:	1 Language
Performance Indicator:	**0601.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).**

4 **Read Sentence 7.**

This benefit can be a problem because people <u>don't not always remember</u> their manners when using their phones.

What is the correct way to write the underlined words?

F don't always remember

G don't always not remember

H don't always never remember

Reporting Category:	1 Language
Performance Indicator:	**0601.1.11 Identify sentences with correct subject-verb agreement (person/number) within context.**

5 **Read Sentence 26.**

The best rule to follow when talking on telephones <u>are</u> to be considerate.

Choose the correct way to write the underlined word.

A was

B is

C were

Reporting Category:	1 Language
Performance Indicator:	**0601.1.18 Identify correctly and incorrectly spelled words in context.**

6 **Read Sentence 25.**

Always <u>excuse</u> yourself and take calls in a hallway, lobby, or outside the building for your own <u>privacy</u> and to show <u>courtisy</u> to others.

Which underlined word is spelled incorrectly?

F excuse

G privacy

H courtisy

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).

7 The purpose of this report is to

A inform readers about using proper telephone manners.

B describe the history of the invention of the telephone.

C explain why telephone manners need to change.

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.

8 The author of the report wants to add this sentence.

Do not chew food while you are talking on the phone.

In which paragraph should the author add the sentence?

F in the first paragraph

G in the second paragraph

H in the last paragraph

9 **Read Sentences 19 and 20.**

Ignoring people in the room while you talk on the phone can make them feel left out. _____, it is rude to have a phone conversation when you have a guest present.

Which transitional word or phrase best fills the blank?

A For this reason

B However

C In addition

A German Journey

(1) *Guten Tag!* (2) I learned to say "Hello!" in German when me and my parents visited the German-American Festival. (3) My mom won tickets to the festival because we were able to enjoy a special evening. (4) I tasted delicious German food and drinks and saw some traditional German activities.

(5) We arrived at the festival at dinnertime. (6) I could smell the fragrance of food coming from the potato pancake and *schnitzel* booths. (7) Potato pancakes are potatoes that is cut up and fried until golden brown. (8) Schnitzel is made using meat. (9) The meat is pounded until it is very thin. (10) Then, it is dipped in egg, coated with a flour mixture, and fried. (11) I ordered my schnitzel in a sandwich, so I was given the cooked meat inside a fresh roll.

(12) After we ate, we went to find the festival attractions. (13) Loud cheering sounds led me to a competition called *Steinstossen*. (14) Steinstossen is a game of stone throwing. (15) Contestants run down a path and hurl a heavy stone sometimes weighing more than 100 pounds into a sandpit. (16) The stone that goes farthest wins. (17) One woman threw her stone more than four feet!

(18) After judges named the winners in the stone-throwing game, I walked over to the music stage. (19) On the stage I saw what German-American people call an "oom-pah" band. (20) This type of musical group has energetic singers. (21) Other musicians play instruments like tubas and trombones. (22) Oom-pah music sounds a lot like its name. (23) The low instruments play the "oom," and the higher ones play the "pah." (24) It sounds like two instruments talking to each other.

(25) The festival ended with a fireworks display. (26) After a short ride home, I decided to say good night to my parents with another German phrase I had learned. (27) They laughed and responded "*Gute Nacht.*" (28) I went to bed with a full stomach. (29) My dreams were filled with oom-pah music, potato pancakes, and schnitzel!

Reporting Category:	1 Language
Performance Indicator:	**0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/ plural, possessives) and pronouns (i.e., agreement, subject, object) within context.**

10 **Read Sentence 2.**

I learned to say "Hello!" in German when <u>me and my parents</u> visited the German-American Festival.

Choose the correct replacement for the underlined words.

F my parents and I

G my parents and me

H my parents and myself

Reporting Category:	1 Language
Performance Indicator:	**0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.**

11 **Read Sentence 3.**

My mom won tickets to the festival because we were able to enjoy a special evening.

Choose the correct way to revise this sentence.

A My mom won tickets to the festival, but we were able to enjoy a special evening.

B My mom won tickets to the festival, so we were able to enjoy a special evening.

C My mom won tickets to the festival, yet we were able to enjoy a special evening.

Reporting Category:	1 Language
Performance Indicator:	**0601.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).**

12 **Read Sentences 20 and 21.**

> This type of musical group has energetic singers. Other musicians play instruments like tubas and trombones.

Choose the <u>best</u> way to combine these sentences.

F This type of musical group has energetic singers, because other musicians play instruments like tubas and trombones.

G This type of musical group has energetic singers, or other musicians play instruments like tubas and trombones.

H This type of musical group has energetic singers, and other musicians play instruments like tubas and trombones.

Reporting Category:	1 Language
Performance Indicator:	0601.1.11 Identify sentences with correct subject-verb agreement (person/number) within context.

13 **Read Sentence 7.**

> <u>Potato pancakes are potatoes that is cut up</u> and fried until golden brown.

Choose the correct way to write the underlined part of the sentence.

A Potato pancakes are potatoes that are cut up

B Potato pancakes is potatoes that is cut up

C Potato pancakes is potatoes that are cut up

Reporting Category:	1 Language
Performance Indicator:	**0601.1.12 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.**

14 **Read Sentence 15.**

Contestants run down a path and hurl a heavy stone sometimes weighing more than 100 pounds into a sandpit.

What is the correct way to write this sentence using commas?

F Contestants run down a path, and hurl a heavy stone, sometimes weighing more than 100 pounds into a sandpit.

G Contestants run down a path and hurl a heavy stone, sometimes weighing more than 100 pounds, into a sandpit.

H Contestants run down a path, and hurl a heavy stone sometimes weighing more than 100 pounds, into a sandpit.

Reporting Category:	1 Language
Performance Indicator:	0601.1.13 Choose the appropriate interjection to complete a sentence.

15 Read Sentence 17.

_____! One woman threw her stone more than four feet!

Which interjection belongs on the blank line?

A Oops

B Well

C Wow

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.5 Select illustrations, descriptions, and/or facts to support key ideas.

16 A student made this list of facts after reading an article about Germany in a travel magazine.

1. Germany is generally cooler and rainier than the United States.
2. Crops such as corn, wheat, and beets are grown in Germany.
3. Some traditions from hundreds of years ago are still honored in Germany today.

Which fact would best support an idea presented in the journal entry?

F Fact 1

G Fact 2

H Fact 3

Go On ▶

| Performance Indicator: | 0601.3.11 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection. |

17 Look at the graphic organizer.

```
        ┌─────────────────────┐
        │  Ingredients Needed  │
        │   to Make Schnitzel  │
        └─────────────────────┘
         /          |          \
    ( meat )     (      )     ( flour )
```
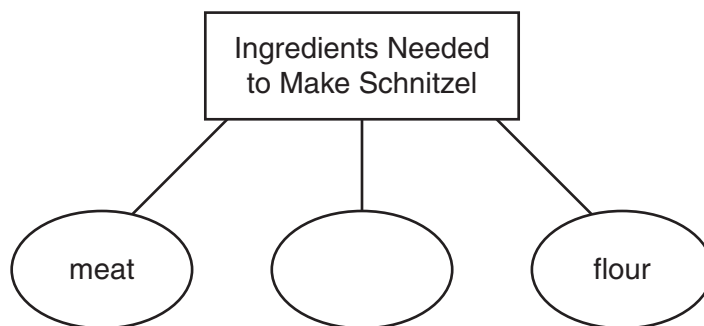
Which word belongs in the empty space?

A potato

B egg

C bread

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.4.1 Select the most focused research topic.

18 **A student wants to learn more about schnitzel and potato pancakes. Which phrase would provide the <u>most</u> focused Internet search?**

    F   restaurants in Germany

    G   traditional foods in Germany

    H   cooking styles in Germany

Directions   Danielle wrote this report for science class. It contains mistakes. Read the report and answer Numbers 19 through 30.

Nest Sweet Nest

1   Saguaro (sah-wah-roh) cacti are the kind of cacti shown in cartoons. They are tall, green, and appear to have giant arms. If you look closely at a saguaro cactus, you will see the thousands of needle-sharp spines that cover its surface. Look even closer, and you will see that a saguaro cactus makes an ideal home for many types of desert birds. Birds such as cactus wrens, Gila woodpeckers, and elf owls are known to make homes in saguaro cacti.

2   The saguaro cactus makes a good birdhouse. The cactus produces a special waxy substance when its outer covering is cut. This wax helps to seal the cut, preserving the water inside the cactus. Keeping the water safe in the hot, dry desert inside the plant helps the cactus survive.

3   To make a nest in a saguaro, a cactus wren carves a hollow space into the side of the cactus. Then the special wax seals the walls of the space. This space protects the cactus and makes the nest a comfortable, waterproof home. The spines on the outside of the cactus protect baby birds from animals that might try to attack them.

4   Once a cactus wren moves to another location, a Gila woodpecker might build a nest inside the same saguaro cactus. Baby cactus wrens often must practice for months before they can fly skillfully. A Gila woodpecker has a strong head and neck. It also has a thin, sharp beak that it uses to cut into the cactus. A Gila woodpeckers nest is called a "boot" because of the way it is shaped.

5   When a Gila woodpecker moves out of its boot, an elf owl moves into it. Elf owls are tiny. Their beaks cannot peck through a cactus, so they live in nests that have been abandoned. These nests provide good protection from predators like snakes and coyotes.

6   The same saguaro cactus that is home to cactus wrens, Gila woodpeckers, and elf owls may also house other birds. Gilded flickers, Harris's hawks, and red-tailed hawks also make nests in saguaro cacti. Since so many birds like to live in them, saguaro cacti clearly make good homes.

Reporting Category:	1 Language
Performance Indicator:	**0601.1.4 Identify the correct use of prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.**

19 Read this sentence from Paragraph 2.

Keeping the water safe in the hot, dry desert <u>inside the plant</u> helps the cactus survive.

Choose the <u>best</u> placement for the underlined prepositional phrase.

A Keeping the water safe in the hot, dry desert helps the cactus <u>inside the plant</u> survive.

B Keeping <u>inside the plant</u> the water safe in the hot, dry desert helps the cactus survive.

C Keeping the water <u>inside the plant</u> safe in the hot, dry desert helps the cactus survive.

Reporting Category:	1 Language
Performance Indicator:	**0601.1.10 Identify the correct spelling of plurals and possessives.**

20 Read this sentence from Paragraph 4.

A Gila <u>woodpeckers nest</u> is called a "boot" because of the way it is shaped.

Choose the correct way to write the underlined words.

F woodpeckers's nest

G woodpecker's nest

H woodpeckers' nest

Reporting Category:	3 Writing and Research
Performance Indicator:	**0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).**

21 The purpose of Danielle's report is to

A inform readers of the reasons saguaro cacti continue to survive.

B describe birds and nests found near saguaro cacti.

C explain how and why some birds build nests inside saguaro cacti.

Reporting Category:	3 Writing and Research
Performance Indicator:	**0601.3.2 Identify the audience for which a text is written.**

22 Danielle's report would <u>most</u> interest someone who studies

   F   how animals benefit from plants.

   G   unusual animal behaviors.

   H   how animals defend themselves.

Reporting Category:	3 Writing and Research
Performance Indicator:	**0601.3.3 Select an appropriate thesis statement for a writing sample.**

23 Which sentence from the report is the thesis statement?

   A   Saguaro (sah-wah-roh) cacti are the kind of cacti shown in cartoons.

   B   If you look closely at a saguaro cactus, you will see the thousands of needle-sharp spines that cover its surface.

   C   Look even closer, and you will see that a saguaro cactus makes an ideal home for many types of desert birds.

Go On ▶

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.4 Rearrange multi-paragraphed work in a logical and coherent order.**

24 Choose the <u>most</u> logical order for Paragraphs 4 through 6 of the report.

    F 5, 4, 6

    G 4, 6, 5

    H correct as is

Reporting Category:	**3 Writing and Research**
Performance Indicator:	**0601.3.5 Select illustrations, descriptions, and/or facts to support key ideas.**

25 Choose the fact that <u>best</u> supports the description of a saguaro cactus in Paragraph 1.

    A A fully grown saguaro cactus can be fifty feet tall and two feet thick.

    B The fruit of the saguaro cactus is sometimes used to make syrups and jellies.

    C A saguaro cactus can live to be up to two hundred years old.

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

26 **Which sentence from Paragraph 4 is irrelevant and should be removed from the report?**

F Once a cactus wren moves to another location, a Gila woodpecker might build a nest inside the same saguaro cactus.

G Baby cactus wrens often must practice for months before they can fly skillfully.

H A Gila woodpecker has a strong head and neck.

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.9 Select an appropriate concluding sentence for a well-developed paragraph.

27 **Choose the best concluding sentence for Paragraph 2.**

A Birds are able to stay cool and protected living inside these cacti.

B Saguaro cacti can be found in the southwestern United States and Mexico.

C The sharp spines on the trunk of a saguaro cactus serve a useful purpose.

Performance Indicator: 0601.3.10 Select an appropriate title that reflects the topic of a written selection.

28 Choose the <u>best</u> alternate title for this report.

    F At Home in a Cactus

    G The Mysterious Saguaro

    H Types of Trees in the Desert

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.11 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.

29 Danielle gathered information from library sources and created this chart.

Desert Plants	**Desert Animals**
• Have longer roots to reach deeper water • Store large amounts of water in leaves, roots, and stems • Have smaller leaves to reduce water loss	• Feed at night to avoid the hot sun • Dig underground burrows for cooler shelter • Remain inactive during hot summers

Which title is <u>best</u> for Danielle's chart?

A Methods of Defense

B Ways to Survive

C Using Water

Go On ▶

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.4.5 Discern irrelevant research material from written text.

30 **Danielle finds additional information about the Gila woodpecker to add to her report. Which fact is least relevant to her report?**

F The Gila woodpecker is nearly twice the size of the elf owl, so it leaves a large home behind.

G The Gila woodpecker has black and white stripes across its back.

H The Gila woodpecker also uses its sharp beak to eat insects, seeds, and berries.

Multicultural Club at Orchid Middle School

1   Hello. My name is Carly Perone. I am in Ms. Blackwell's sixth-grade class, and I am a member of the student council. As you know, the student council helps with many school events. We are starting a new club for students here at Orchid Middle School, and I would like to invite you to join. Starting next month, the student council will host a multicultural club.

2   The student council already has some interesting activities planned for our new multicultural club. Mr. Kapoor, the music teacher, has agreed to be our sponsor. We plan to hold monthly meetings in the music room. Students can come and learn about different kinds of music, foods, and cultures from around the world. Mr. Kapoor will post a membership sheet where students can sign up to give presentations about specific cultures.

3   Mr. Kapoor always tells us in music class, "Music brings people together." I think it would be fun for the club members to share the music and instruments of different countries. Mr. Kapoor has offered to give a musical presentation at the first meeting. He wants to focus on India, and he will introduce the club to the sitar. A sitar is a musical instrument played in India.

4   We can also learn about foods from around the world. There are many great foods that students would really enjoy tasting. One example is empanadas, which come from Spain. These pastries are pieces of dough that are filled with tasty ingredients like meats or fruits. Also, there is a wonderful Italian dessert my grandmother makes called a pizzelle. Pizzelles are big, thin cookies. They are made with flour, eggs, butter, sugar, and vanilla. The cookies are also sprinkled with powdered sugar. Pizzelles are just as tasty as they sound, but most people

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Go On ▶

have never heard of them. I have helped my grandmother make this dessert many times. Everyone in my family will tell you that pizzelles are the most delicious cookies in the world.

5   Everyone enjoys music and food, but there is even more to experience when studying different countries. We could also learn about the customs practiced in other countries. Orchid Middle School has many students with family living in other parts of the world. Club members could volunteer to explain about the cultures and traditions of their ancestors' countries. They could share pictures or videos. Some students might even want to invite older family members to visit as guest speakers during our meetings. Parents or grandparents could share interesting facts about their home countries and how traditions have changed over the years.

6   A multicultural club would be a wonderful way for students to learn about the world around us. Please consider attending the first meeting. I hope the multicultural club will become a huge success here at Orchid Middle School. Thank you.

Reporting Category:	2 Vocabulary
Performance Indicator:	0601.1.15 Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.

31 **Read this sentence from Paragraph 2.**

We plan to <u>hold</u> monthly meetings in the music room.

Which meaning of <u>hold</u> is used in the sentence?

A grasp or grab

B keep control over

C cause to happen

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

32 **What is the <u>main</u> purpose of this speech?**

    F to explain to people the appeal of music and food from different cultures

    G to describe ways that people around the world share their cultures

    H to inform people about a club that would increase knowledge of other cultures

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.2 Identify the targeted audience of a speech.

33 **Who would <u>most</u> benefit from hearing this speech?**

    A students

    B teachers

    C musicians

Go On ▶

Reporting Category:	4 Communication and Media
Performance Indicator:	**0601.2.3 Identify the thesis and main points of a speech.**

34 Which sentence is a <u>main</u> point of the speech?

F As you know, the student council helps with many school events.

G We can also learn about foods from around the world.

H A multicultural club would be a wonderful way for students to learn about the world around us.

Reporting Category:	4 Communication and Media
Performance Indicator:	**0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).**

35 Kendra is the leader of a group that is planning a presentation for the multicultural club. The presentation will be <u>most</u> successful if she

A performs all the difficult tasks herself in order to make sure they are done correctly.

B asks group members to share ideas and then works with the group to set goals.

C allows group members to choose their own goals and complete the tasks they like best.

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

36 **During a multicultural club presentation, whose job is it to keep the group moving at a good pace toward the completion of goals?**

   F timekeeper

   G recorder

   H reporter

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.6 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

37 **When a speaker is giving a presentation at the multicultural club, the speaker should**

   A act confident in front of the audience.

   B speak as quickly as possible.

   C read every word from note cards.

Reporting Category:	4 Communication and Media
Performance Indicator:	**0601.2.8 Select the best summary of a speech.**

38 **Choose the best summary of the speech.**

F The multicultural club at Orchid Middle School will start next month and will offer many foods to students. The music teacher will present music from India at the first club meeting.

G The multicultural club at Orchid Middle School will allow students to enjoy time together and learn about other cultures. Students will be able to try foods, listen to music, and learn about customs from other countries.

H Students who attend the multicultural club at Orchid Middle School will be able to invite parents and grandparents to talk about other cultures. Some presentations may include delicious foods or interesting musical instruments.

Reporting Category:	3 Writing and Research
Performance Indicator:	**0601.4.2 Rank research resources according to reliability.**

39 **Which source would have the most reliable information about the music of India?**

A an Internet blog by a person who heard several musical performances while visiting India

B an encyclopedia entry describing the music and traditional instruments of India

C a newspaper article stating that music from India should be more popular in other countries

Reporting Category:	5 Logic
Performance Indicator:	0601.5.2 Determine whether a given statement in text is fact or opinion.

40 **Which statement from the speech contains an <u>opinion</u>?**

F   Mr. Kapoor, the music teacher, has agreed to be our sponsor.

G   A sitar is a musical instrument played in India.

H   Pizzelles are just as tasty as they sound, but most people have never heard of them.

Reporting Category:	5 Logic
Performance Indicator:	0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).

41 **Read this sentence from Paragraph 4.**

Everyone in my family will tell you that pizzelles are the most delicious cookies in the world.

Which persuasive device is used in the sentence?

A   testimonial

B   name-calling

C   bandwagon

Keeping the Lights Burning

1   The first known lighthouse was made in Egypt around 285 B.C. Each night a huge fire was started at the top of a high building. This bonfire provided a light that would let sailors know the location of the land in the dark. The light kept sailors from running their ships aground or striking rocks. Lighthouses may seem a thing of the past, but they are still used to keep sailors safe.

American Lighthouses

2   The first lighthouse in the American colonies was built in Boston in 1715. Many goods had to be shipped back and forth between England and the colonies. The Boston Lighthouse provided sailors with light to help them find their way at night when shipping goods.

3   The technology in lighthouses developed slowly. By the mid-1700s, American lighthouses began to use oil-burning lanterns. Whale oil or vegetable oil was usually used as fuel. The lanterns were lit and then placed in a high spot so that they could be seen from great distances.

Searching for a Brighter Light

4   The trouble with using oil lamps was that only a small amount of the light produced by the lamp could be seen from the sea. To make the light brighter, more oil had to be burned. Burning more oil required carrying more oil to the lighthouse. Lighthouse keepers had to carry all the oil up many steps, which was a difficult job.

5   By the early 1800s, a special lamp had been invented to make a brighter light. The invention was similar to the traditional oil lamp, but this new lamp used air to make the flame burn brighter. This type of lamp became standard in American lighthouses until the 1850s. The new lamp was not perfect, but it was an improvement. It increased the distance the light traveled so that the light could be seen for up to twenty miles away on a clear night.

A Major Breakthrough

6   In the early 1820s, a French scientist introduced a special lens called the Fresnel lens. This new lens used many prisms to reflect the light. This lens did not just make light brighter; it could also change the color of light or make it appear to flash on and off. Flashing the light increased the chance it would be seen from sea. It also helped sailors determine their location. The United States adopted this new lens in the 1850s.

Further Progress

7   Throughout the years, the sources of lighthouse light continued to change. Lighthouses have used fuel, electricity, and solar power. Today some lighthouses still use electricity that is created through solar power.

8   Updating the power sources of lighthouses led to the biggest change of all — lighthouse keepers were no longer needed. With electricity and solar energy providing the power, lighthouses became completely automated. Lighthouse keepers no longer served a purpose — except for one lighthouse.

A Light Still Stands

9   By law, the Boston Lighthouse will always have a keeper. The Boston Lighthouse keeper is a symbol of the tradition of American lighthouses. Whatever future changes may occur with lighthouses, one thing is certain. Lighthouses will continue to serve as beacons of hope and safety.

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The Boston Lighthouse

Reporting Category:	2 Vocabulary
Performance Indicator:	**0601.1.16 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.**

42 **Read this sentence from Paragraph 8.**

With electricity and solar energy providing the power, lighthouses became completely <u>automated</u>.

Based on the prefix <u>auto-</u>, the underlined word means that lighthouses became

F air-controlled.

G time-controlled.

H self-controlled.

Reporting Category:	2 Vocabulary
Performance Indicator:	0601.1.17 Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words.

43 **Read this thesaurus entry.**

re • flect (verb) **1.** echo **2.** shine **3.** think

Now read the sentence from Paragraph 6.

This new lens used many prisms to <u>reflect</u> the light.

Which thesaurus entry could <u>best</u> replace the underlined word?

A Entry 1

B Entry 2

C Entry 3

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.4.3 Determine the most appropriate research source for a given research topic.

44 **Which resource is <u>most</u> appropriate for locating lighthouses in Maine?**

F a brochure about historical sites in Maine

G a personal blog about Maine

H a map of major highways in Maine

Go On ▶

Reporting Category:	3 Writing and Research
Performance Indicator:	**0601.4.4 Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.**

45 **Which is a secondary source that may have been used to write this passage?**

   A a journal entry describing a visit to a lighthouse

   B a magazine article about the history of lighthouses

   C an interview with a retired lighthouse keeper

Reporting Category:	5 Logic
Performance Indicator:	**0601.5.5 Specify a logical word choice to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.**

46 **Read the analogy based on the passage.**

    Map is to direct as lighthouse is to _____.

Which word best completes the analogy?

   F guide

   G expose

   H measure

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.1 Formulate clarifying questions for use before, during, and after reading.

47 Which question is answered in the section "A Major Breakthrough"?

A Which lighthouse first used the Fresnel lens?

B At what speed did the Fresnel lens flash on and off?

C How did the Fresnel lens create a brighter light?

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.2 Identify the main idea and supporting details in a text.

48 Which source of light <u>first</u> helped sailors travel at night?

F flashing lanterns

G huge bonfires

H oil lamps

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

49 **Which section provides information about modern lighthouses?**

    A   Searching for a Brighter Light

    B   Further Progress

    C   A Light Still Stands

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.

50 **Which sentence from the passage best explains why the Boston Lighthouse is different from other lighthouses?**

    F   The Boston Lighthouse provided sailors with light to help them find their way at night when shipping goods.

    G   By law, the Boston Lighthouse will always have a keeper.

    H   The Boston Lighthouse keeper is a symbol of the tradition of American lighthouses.

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.6 Select the best summary of a text.**

51 **Which sentence best summarizes this passage?**

A The work of the lighthouse keeper has changed due to improvements in the sources of light.

B Lighthouses have used various sources of light through the years, and they continue to help sailors.

C Scientists constantly experiment with ways to improve the power of light for lighthouses.

Reporting Category:	**4 Communication and Media**
Performance Indicator:	**0601.7.1 Select the medium that best reinforces a viewpoint or enhances a presentation.**

52 **A travel company is starting a campaign to encourage people to visit lighthouses. Which medium would best enhance the company's campaign?**

F a video explaining how lighthouses are constructed

G a television commercial showing lighthouses around the world

H a radio program sharing an interview with a lighthouse historian

Go On ▶

People Coming Together

CHARACTERS:
ROBERTO, ELENA's younger brother
ELENA, an eleven-year-old student
MOM, ELENA and ROBERTO's mother
MRS. MCPHEE, the librarian

SCENE 1

(**Setting: ELENA and ROBERTO's living room after school.**)

ROBERTO: Elena, are you coming to my basketball game on Saturday? You missed my last game.

ELENA: (Looks at the video camera she is holding.) I'll try, but I'm really busy this week.

ROBERTO: Why?

ELENA: The town is having a video contest for middle school students. I'm going to enter the contest. In my video, I have to show the idea of "community."

MOM: (Looks up from her book.) That's pretty vague. That idea could mean so many different things. What kind of video will you make?

ELENA: I don't know yet, but I want it to be good. The winning video will be broadcasted on the local cable channel. I would love to win!

MOM: (Crosses the room and picks up her purse.) That would be wonderful! Now, I have to take your brother to the grocery store.

ELENA: Hey, can I come too?

MOM: I thought you wanted to work on your video. Besides, it's almost time for you to go visit Mrs. Arin.

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ELENA: Oh, I already told her I couldn't come by today.

MOM: Elena, Mrs. Arin doesn't get many visitors. She says you're like a breath of fresh air to her. Don't you enjoy your weekly visits with her?

ELENA: Yes, Mom, I do. But right now, I need to work on my video. Let's go!

SCENE 2

(Setting: ELENA's living room that evening. ELENA is showing MOM the video she has recorded.)

ELENA: (Pointing out details in the video.) Look, Mom. It's our community. That's the grocery store. Here is the town hall, the post office, and the library. Do you think I should include more buildings?

MOM: (Looks concerned.) Maybe, honey, but. . . I'm not sure the video really shows the town's sense of community.

ELENA: What do you mean?

MOM: Well, it shows what our town looks like on the outside, but it doesn't really explain why our community is a great place to live.

ELENA: Well, I think it's fine. I'm going to bed now. (Upset, she grabs the camera and hurries offstage.)

SCENE 3

(Setting: The next day at the local library. ELENA is checking out books, but she is clearly worried.)

MRS. MCPHEE: Elena, what's wrong? You usually enjoy being here at the library.

ELENA: I'm worried about my idea for the video contest. I showed all the important buildings in our community, but my mom thinks it doesn't show what our community is really about.

MRS. MCPHEE: (Smiles.) Well, I see "community" here in the library. I feel a sense of community when I'm helping people find information or a good book to read. Is there anything that gives you that feeling?

ELENA: (Thinks for a moment and then looks excited.) There sure is! Thanks, Mrs. McPhee! You just gave me a great idea! (ELENA exits the library and heads toward Mrs. Arin's house.)

SCENE 4

(Setting: Two weeks later. ELENA, MOM, and ROBERTO are all sitting in front of the television in the living room. They hear the announcement that ELENA has won the contest while clips of her video are shown.)

MOM: Tell me again what I'm seeing.

ELENA: That's Mrs. Arin's living room, where we play games together. She really enjoys spending time together. She loved being part of my video!

ROBERTO: Sh! Let's listen!

ELENA'S VOICE on TV: What is community? It is hard to explain. Community is not the buildings in our town. It's more than that. Community is people working together and helping one another.

MOM: (Beams at her daughter.) Great job, Elena. I think you figured it out!

ELENA: Thanks for helping me, Mom. I'm glad I am part of this community.

MOM: So are we!

CURTAIN

Reporting Category:	2 Vocabulary
Performance Indicator:	0601.1.14 Select appropriate synonyms, antonyms, and homonyms within context.

53 Read these lines from Scene 1.

> **MOM:** . . . That's pretty vague. That idea could mean so many different things. What kind of video will you make?

Which word means the same as vague?

A enjoyable

B unclear

C interesting

Reporting Category:	2 Vocabulary
Performance Indicator:	0601.1.19 Recognize and use grade-appropriate and content-specific vocabulary within context.

54 Read this excerpt from Scene 1.

> **ELENA:** . . . The winning video will be broadcasted on the local cable channel. I would love to win!

What does the word broadcasted mean?

F shown

G praised

H examined

Reporting Category:	5 Logic
Performance Indicator:	0601.5.1 Predict future events of a given text.

55 In the future, Elena will <u>most</u> likely

    A save money to buy her own video camera.

    B make another video about her community.

    C continue her weekly visits with Mrs. Arin.

Reporting Category:	5 Logic
Performance Indicator:	0601.5.3 Identify stated or implied cause-effect relationships.

56 In Scene 2, Elena becomes upset because

    F she cannot attend her brother's basketball game.

    G she feels like her mother does not approve of her ideas.

    H she does not have time to go to the library the next day.

Reporting Category:	7 Literature
Performance Indicator:	0601.8.1 Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).

57 "People Coming Together" is a drama because it has

   A minor characters.

   B stage directions.

   C a conflict.

Reporting Category:	7 Literature
Performance Indicator:	0601.8.2 Identify the setting and conflict of a passage.

58 The <u>main</u> setting of the drama is

   F Elena's house.

   G the local library.

   H the grocery store.

Reporting Category:	7 Literature
Performance Indicator:	0601.8.3 Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.

59 **Why does Elena go to Mrs. Arin's house after visiting the library?**

   A Elena has an idea for her video that involves Mrs. Arin.

   B Elena's mother asks her to check on Mrs. Arin.

   C Mrs. Arin offers to help Elena with her project.

Reporting Category:	7 Literature
Performance Indicator:	0601.8.5 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

60 **The <u>main</u> conflict in the drama is**

   F person vs. self.

   G person vs. technology.

   H person vs. person.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.6 Identify the stated or implied theme of a literary text.**

61 **Which excerpt from the drama <u>best</u> explains its theme?**

A Is there anything that gives you that feeling?

B Community is people working together and helping one another.

C I'm glad I am part of this community.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.7 Analyze figurative language (i.e., hyperbole, similes, metaphors, personification,) within context.**

62 **Read these lines from Scene 1.**

> **MOM:** Elena, Mrs. Arin doesn't get many visitors. She says you're like a breath of fresh air to her.

The author uses a simile in the lines to describe how

F Elena is related to Mrs. Arin.

G Mrs. Arin feels about Elena.

H Mom worries about Mrs. Arin.

63   **The author wrote this drama to**

    A   inform the audience about community projects.

    B   persuade the audience to enter community contests.

    C   share feelings about the meaning of community.

Mystery Mail

1   After taking one final shot at the basketball hoop, Martin went into the house. "Finished playing already?" asked his mother.

2   "I think I've played thousands of hours of driveway basketball this summer," sighed Martin. "A new adventure is in my future, but I haven't found it yet."

3   "Well, maybe an adventure will find you!" Martin's mother chuckled as she sifted through a pile of mail.

4   Martin wandered into the backyard. He stopped to admire a beetle crossing the sidewalk. "At least this beetle has something to do," he mumbled.

5   Martin's mother called him back into the kitchen. "Martin, there is a package addressed to you," she said. She turned toward the sink to hide her smile.

6   "I wasn't expecting anything," Martin said. Then he tore open the box. Inside were several pieces of wood, an eight-inch wooden pole, and a note. Martin quickly read the note aloud.

> Dear Martin,
>
> Keep these safe.
>
>   Signed, a friend.

7   "Mom, this is strange. Who would send me pieces of wood?"

8   "Maybe this is the adventure you've been waiting for," his mother replied.

9   "Very funny, Mom," Martin said.

Go On ▶

10   The next afternoon, Martin received another unexpected package. This time the box contained a piece of heavy, green cloth.

11   Martin put the cloth with the wood pieces and pole. He looked at the items thoughtfully.

12   "Somehow these are related," he whispered to himself, "but I'm not sure how."

13   Martin couldn't imagine what the packages meant, but he was intrigued by the mystery. He waited impatiently at the mailbox each day. Throughout the week, more packages arrived. The boxes held waterproof glue, sheets of sandpaper, and a small can of blue paint. He also received another note. This one read,

> Dear Martin,
>
> We're almost there. See you soon.
>
> Signed, a friend.

14   Each time Martin unwrapped a package, his mother watched with curiosity. "Who do you think is sending these?" Martin asked her.

15   "Hmmm . . . this is quite a mystery," she said, hiding her grin.

16   The next afternoon Martin waited eagerly again for the mail to arrive. While raindrops tiptoed across the roof and tiny waterfalls crept down the windows, Martin stared outside and considered his options. "The mail doesn't arrive for a few more hours. Can we go to the library while we wait?" Martin asked his father.

17   "Let's stay home for a while," his father suggested. "I'm working on an important project. Maybe we can go when your mom returns."

18   "Everyone has something to do except me," Martin sighed. Just then, the doorbell rang. Martin was surprised to find his cousin Brandon standing at the door with a bucket in his hand. "I didn't know you were coming over!" Martin said.

19   "I heard you have a mystery that needs to be solved!" said Brandon. "Maybe I can help." He held his bucket up, allowing Martin to see its contents. He saw a drill, scissors, paintbrushes, and other supplies.

20   Martin slowly began to smile. "You don't happen to know 'a friend' who sends me mysterious packages, do you?"

21   "I had you wondering, didn't I?" Brandon laughed. "Your parents knew it was me, and your dad promised to help today. Go get your stuff. We'll build the best sailboat ever!"

22   "Perfect timing!" said Martin. "Rain is filling the stream in the backyard! Once the boat is finished, we'll set sail on another brand-new adventure."

Reporting Category:	2 Vocabulary
Performance Indicator:	**0601.1.16 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.**

64 **Read this sentence from Paragraph 13.**

Martin couldn't imagine what the packages meant, but he was intrigued by the mystery.

Based on the sentence, the reader can tell that intrigued by means

F curious about.

G tired of.

H not interested in.

Reporting Category:	2 Vocabulary
Performance Indicator:	**0601.1.20 Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.**

65 **Read this sentence from Paragraph 10.**

The next afternoon, Martin received another unexpected package.

The underlined word tells the reader that the package is

A more expected.

B expected soon.

C not expected.

Reporting Category:	5 Logic
Performance Indicator:	0601.5.1 Predict future events of a given text.

66 Based on the information in the passage, what are Martin and Brandon **most** likely to do in the future?

    F   work together on a new project using wood

    G   borrow a book about working with wood from the library

    H   send pieces of wood to each other through the mail

Reporting Category:	5 Logic
Performance Indicator:	0601.5.6 Indicate the sequence of events in text.

67 When does Martin receive the box containing green cloth?

    A   while he is playing basketball

    B   after he gets pieces of wood and a note

    C   when his cousin rings the doorbell

Go On ▶

Reporting Category:	**5 Logic**
Performance Indicator:	**0601.5.7 Make inferences and draw conclusions based on evidence in text.**

68 How does Martin feel <u>before</u> the packages start arriving?

F nervous

G bored

H angry

Reporting Category:	**6 Informational Text**
Performance Indicator:	**0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.**

69 Which sentence from Paragraph 5 <u>best</u> supports the idea that Martin's mother knows who is sending the boxes?

A Martin's mother called him back into the kitchen.

B "Martin, there is a package addressed to you," she said.

C She turned toward the sink to hide her smile.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.4 Distinguish between first and third person points of view.**

70 **The reader knows that this passage is written in third-person point of view because**

   F   the characters use dialogue throughout the story.

   G   the story shows the actions of only one character.

   H   the narrator in the story refers to each character by name.

Reporting Category:	**7 Literature**
Performance Indicator:	**0601.8.7 Analyze figurative language (i.e., hyperbole, similes, metaphors, personification,) within context.**

71 **Read this sentence from Paragraph 16.**

While raindrops tiptoed across the roof and tiny waterfalls crept down the windows, Martin stared outside and considered his options.

Personification is used in this sentence <u>mainly</u> to explain to the reader that the rain

   A   is bothering Martin.

   B   is coming down quietly.

   C   will last a long time.

Reporting Category:	1 Language
Performance Indicator:	**0601.1.6 Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).**

72 **Which sentence uses a colon correctly?**

F Students attending the field trip must bring the following items: a permission slip, a bagged lunch, and a small notebook.

G Sharon made the party favors herself: including the invitations, the hats, and the gifts.

H Mr. Noble stated that: all projects must be turned in by Friday.

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.2.7 Organize ideas in the most effective order for an oral presentation.

73 Javier is presenting a school improvement idea to the principal. Read his outline.

1. Suggest possible solution for the cafeteria schedule
2. List the lunchtime problems caused by the cafeteria schedule
3. Explain the current cafeteria schedule the students follow
4. Describe how the new cafeteria schedule will benefit the students

Which would be the best order for Javier's presentation?

A 3, 2, 4, 1

B 3, 4, 1, 2

C 3, 2, 1, 4

Reporting Category:	3 Writing and Research
Performance Indicator:	0601.3.12 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).

74 Ronda wants to make suggestions to her coworkers about keeping the break room clean. Which format would be the most appropriate for her to use?

F a report to her managers

G a discussion with a few coworkers

H an e-mail to all of her coworkers

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).

75 Read this recipe.

Homemade Pizza Dough

1 teaspoon active dry yeast

11/2 cups warm water

4 cups all purpose flour

1 teaspoon garlic salt

1/3 cup olive oil

1 tablespoon Italian seasoning (optional)

Sprinkle the yeast over 11/2 cups of warm water. Combine flour and salt in a bowl. Gradually add olive oil while stirring constantly. Next, add yeast and water mixture until dough forms a ball. Cover bowl tightly and let rise for 2 hours. After rolling out on pizza pan, sprinkle Italian seasoning over crust if preferred. Bake at 350 degrees for 6 minutes.

According to the recipe, which step in making pizza dough may be skipped?

A mixing yeast with warm water

B combining salt and flour

C adding Italian seasoning to the crust

Reporting Category:	6 Informational Text
Performance Indicator:	0601.6.7 Recognize that purpose determines text format.

76 **Read these instructions for shuffling a deck of cards.**

Divide the deck of cards in half and then take the halves in each hand. Place the thumb of each hand on the short end of the deck. Place index fingers on top of each half and all other fingers on the opposite short side. Position thumbs close to each other. Now pull each thumb up slightly while placing pressure on the deck with the index finger. Each card in the halves should alternate stacking to create one deck again.

What text feature would be most helpful when presenting the instructions in a written format?

F a numbered list

G bold font for important words

H subheadings

Go On ▶

77 This list of instructions is not in the correct order. Read these instructions.

Make Your Own Graphic T-Shirt

1. Place transfer face-down on T-shirt, and iron over with hot iron.
2. Create design on computer, and print out on iron-on transfer paper.
3. Let iron-on transfer cool.
4. Place T-shirt on heat-resistant hard surface.
5. Peel iron-on paper back slowly to reveal your self-designed graphic T-shirt.

What is the correct order for the instructions?

A 2, 5, 1, 4, 3

B 2, 1, 4, 3, 5

C 2, 4, 1, 3, 5

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

78 Look at this photograph.

© Raycan/Dreamstime #388840

A pet-store manager plans to use the photograph in an advertisement. What message is the manager <u>most</u> likely trying to communicate?

F Pets bring owners joy.

G Small animals make the best pets.

H Pets require a lot of care.

79 **Read this flier.**

> **Citizens for Cultural Exchange Club**
>
> **When:** After school on Tuesdays @ 3:45 P.M.
> **Why:** Learn about new cultures
> **Who:** You — and bring a friend too!
> **Where:** The library conference room
>
> For questions, e-mail Ms. Talia.
> mstalia@ccec#.org

What is the <u>main</u> purpose of the flier?

A to inform

B to persuade

C to describe

Reporting Category:	4 Communication and Media
Performance Indicator:	0601.7.4 Draw an inference from a non-print medium.

80 Look at this photograph.

Based on the photograph, a viewer can conclude that the boy is

F surprised.

G imaginative.

H energetic.

Go On ▶

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81 Look at this photograph.

© Bigmax/Dreamstime #21640411

What would be an appropriate caption for a company using the photograph in an advertisement for mountain bikes?

A Bikes for All Riders

B The Healthful Way to Travel

C Rule the Race

Reporting Category:	4 Communication and Media
Performance Indicator:	**0601.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.**

82 **Look at this photograph.**
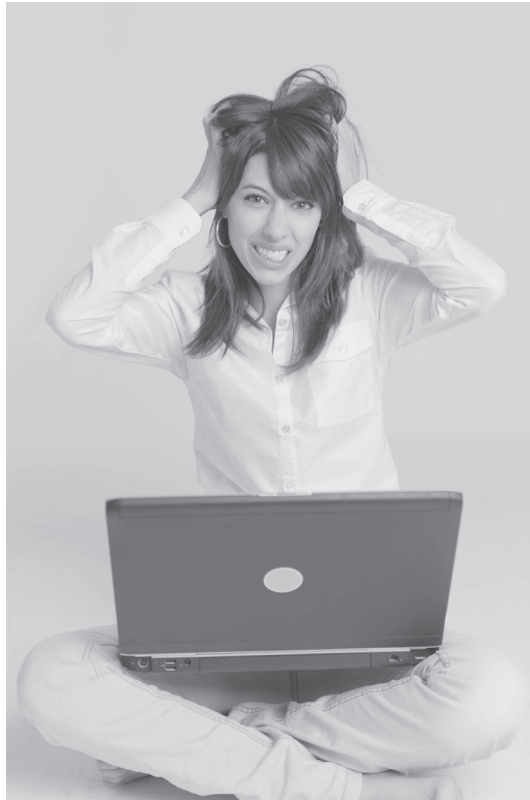
© Franckito/Dreamstime #20306646

Which type of conflict is <u>best</u> represented in the photograph?

F person vs. self

G person vs. person

H person vs. technology

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Reporting Category:	7 Literature
Performance Indicator:	0601.8.8 Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).

83 **Read this poem.**

> Finger-painted perfection at sunrise.
> Light burst above the horizon.
> Startled from slumber,
> I gaze at the morning's brilliance
> in sleepy-eyed surprise.

Which sound device is used <u>most</u> in the poem?

A repetition

B alliteration

C rhyme

Reporting Category:	7 Literature
Performance Indicator:	0601.8.9 Identify patterns of rhyme and rhythm.

84 **Read this poem.**

An autumn walk I took
And all my cares I shook.
Each leaf floating down
Lightened my load and dimmed my frown.

Summer's gone — no more carefree days.
School's begun bringing homework haze.
I breathe in the cool air
and breathe out every care.

What is the rhyme pattern of the poem?

F abccabdd

G ababcdcd

H aabbccdd

STOP ⯃

Mathematics
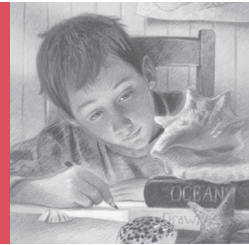
1   This graph shows the number of companies that produced solar panels in the United States for three years during a five-year period.

**Companies That Produced
Solar Panels**
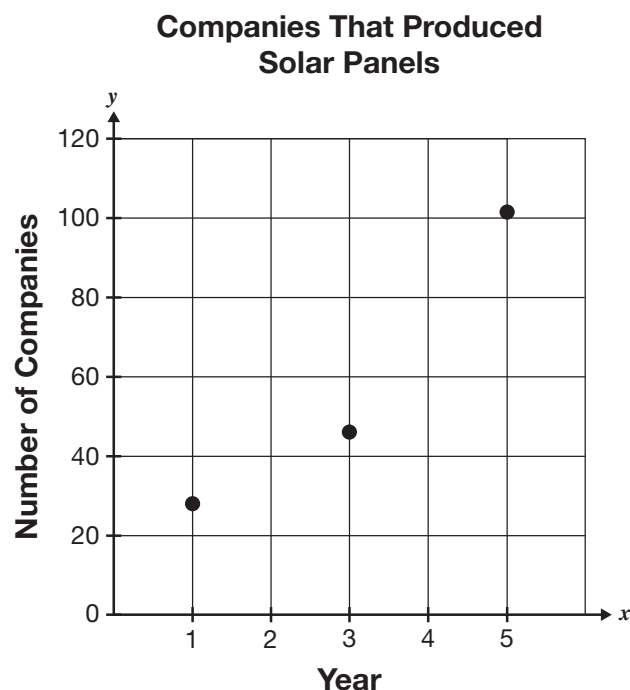
The number of companies increased each year from Year 1 through Year 5. Which statement could be <u>true</u>?

A   The number of companies increased by about 20 from Year 3 to Year 4.

B   The number of companies increased by about 60 from Year 3 to Year 4.

C   The number of companies in Year 4 was about the same as the number of companies in Year 2.

Reporting Category:	**1 Mathematical Processes**
Performance Indicator:	**0606.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.**

2 Dana worked for a total of 103 hours in 21 days. She worked about the same number of hours each day. Which is the <u>best</u> estimate of the number of hours Dana worked each day?

    F   4

    G   5

    H   6

Go On ▶

3 This graph shows the amount of money in Evan's savings account over a five-week period.

Evan's Savings Account
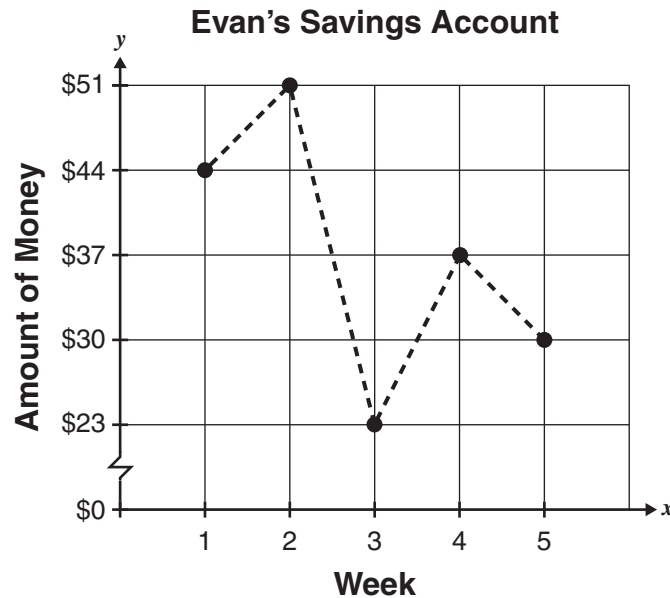
Which integer <u>best</u> describes the change in the amount of money in Evan's account from Week 2 to Week 3?

A -28

B -37

C -74

Reporting Category:	1 Mathematical Processes
Performance Indicator:	**0606.1.4 Select the representation that models one of the arithmetic properties (commutative, associative, or distributive).**

4   Which equation demonstrates the distributive property?

F $5(2 + 6) = 5 \times 2 + 5 \times 6$

G $5 + (2 + 6) = (5 + 2) + 6$

H $5 \times 2 \times 6 = 5 \times 6 \times 2$

5 Look at this key.


According to the key, which model represents $-3x + 6$?

A
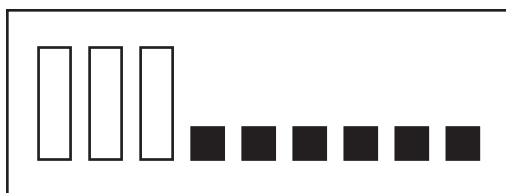
B
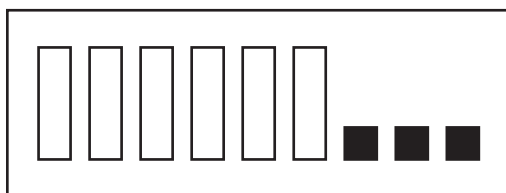
C
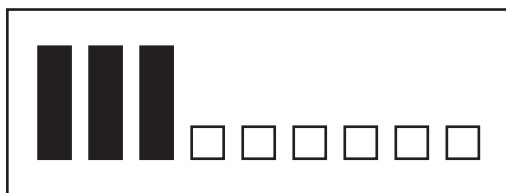
Reporting Category:	2 Number and Operations
Performance Indicator:	0606.2.1 Solve problems involving the multiplication and division of fractions.

6 Solve:

$$\frac{5}{8} \div \frac{3}{2} =$$

F $\frac{16}{15}$

G $\frac{15}{16}$

H $\frac{5}{12}$

Reporting Category:	2 Number and Operations
Performance Indicator:	0606.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.

7 Solve:

$$60 \div 3\frac{3}{4} =$$

A 40

B $20\frac{3}{4}$

C 16

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Reporting Category:	2 Number and Operations
Performance Indicator:	**0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.**

8 Carl put tea leaves into bags.

- He used a total of 162.75 ounces of tea leaves.
- He used a total of 31 bags.
- He put the same amount of tea leaves into each bag.

What is the total amount of tea leaves in each bag?

F 0.525 ounce

G 5.25 ounces

H 52.5 ounces

Reporting Category:	2 Number and Operations
Performance Indicator:	0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.

9 This list shows the costs of items Lea will buy.

- 1 calculator for $13.95
- 1 backpack for $10.50
- 1 package of markers for $3.00

Lea has already saved $16.50 to buy these items. How much more money does Lea need to buy all of these items?

A $10.95

B $13.50

C $27.45

Reporting Category:	2 Number and Operations
Performance Indicator:	0606.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers).

10 Which value is equivalent to 120%?

F $1\frac{1}{5}$

G $1\frac{3}{25}$

H $\frac{3}{25}$

Go On ▶

| Reporting Category:	2 Number and Operations
Performance Indicator:	**0606.2.6 Solve problems involving ratios, rates and percents.**

11 The ratio of girls to boys at a school is 2 to 3. Altogether, there are 300 students at this school. How many girls are at this school?

A 120

B 180

C 200

Reporting Category:	2 Number and Operations
Performance Indicator:	**0606.2.7 Locate positive rational numbers on the number line.**

12 Look at this number line.
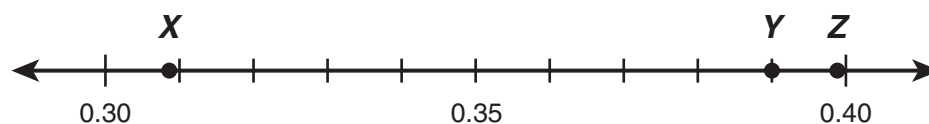
Which point on the number line <u>best</u> represents 0.39?

F Point *X*

G Point *Y*

H Point *Z*

Reporting Category:	2 Number and Operations

Performance Indicator: **0606.2.8 Locate integers on the number line.**

13 Look at this number line.

```
         S    T                    U
    ◄────┼──●──┼──●──┼────┼────┼────┼──●──┼────┼────►
       −15   −10   −5    0    5   10   15
```
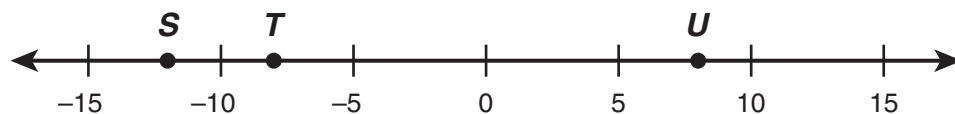
Which point on the number line <u>best</u> represents −8?

A Point *S*

B Point *T*

C Point *U*

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Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.3 Write equations that correspond to given situations or represent a given mathematical relationship.**

14 A farmer sold cotton to two companies for $1.85 per pound.

- He sold 500 pounds to Company A.
- He sold 750 pounds to Company B.

Which equation can be used to find d, the total amount, in dollars, the farmer earned from the cotton he sold?

F $d = (500 + 750) \times 1.85$

G $d = (500 \times 750) + 1.85$

H $d = (500 + 1.85) \times (750 + 1.85)$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.4 Rewrite expressions to represent quantities in different ways.**

15 Look at this expression.

$$8 \times 3 + 5$$

Which expression has the same value?

A $8 + 3 + 5$

B $8 \times 8 \times 8 \times 5$

C $8 + 8 + 8 + 5$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.5 Translate between verbal expressions/sentences and algebraic expressions/equations.**

16 Look at the description in this box.

> 5 more than the product of 3 and the difference between 6 and a number, n

Which expression represents this description?

F $3 \times 6 - n + 5$

G $3 - 6 \times n + 5$

H $3(6 - n) + 5$

Reporting Category:	**3 Algebra**
Performance Indicator:	**0606.3.6 Solve two-step linear equations using number sense, properties, and inverse operations.**

17 Solve for w:

$$6w + 12 = 36$$

A 2

B 4

C 8

Go On ▶

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18 Look at this coordinate grid.
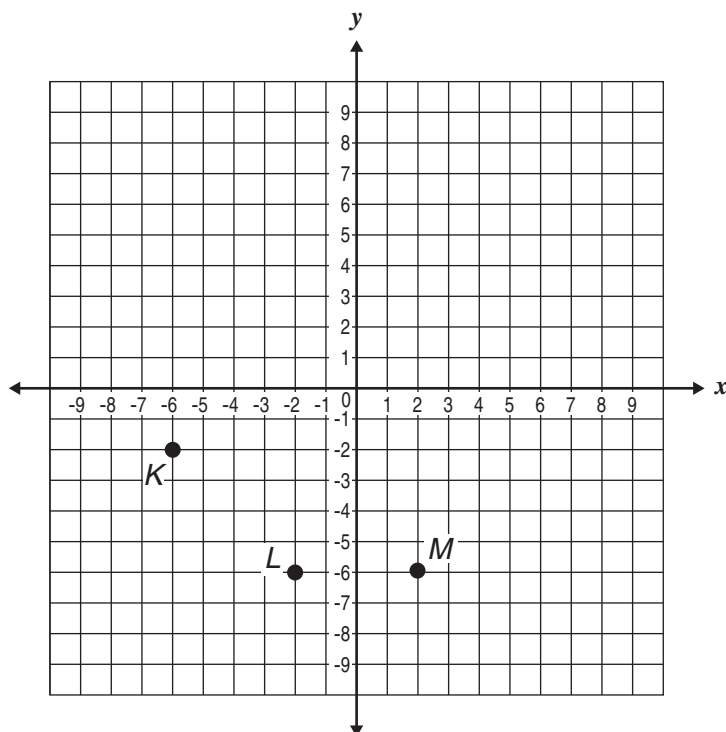
Which point <u>best</u> represents the ordered pair $(-2, -6)$?

F Point K

G Point L

H Point M

19 Look at the triangle on this coordinate grid.
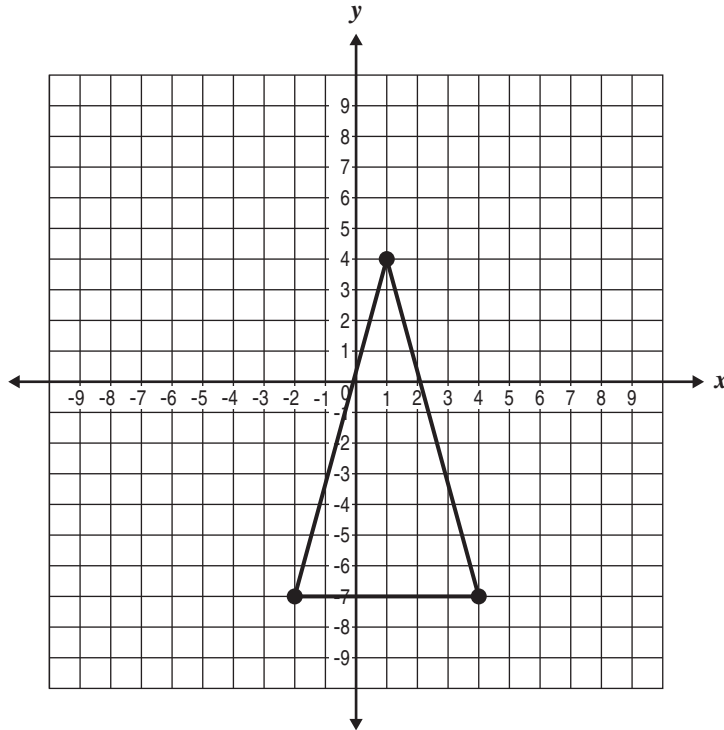
Which ordered pair <u>best</u> represents the location of a vertex of this triangle?

A $(-7, -2)$

B $(-1, -3)$

C $(4, -7)$

20 Look at this figure.
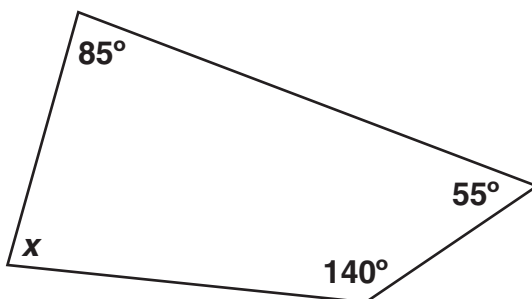
What is the value of *x*?

F 40°

G 80°

H 85°

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.4 Calculate with circumferences and areas of circles.**

21 A circle has a diameter of 6.5 meters.

$$\boxed{\text{Circumference} = \pi d}$$

$$\boxed{\pi \approx 3.14}$$

Which distance is closest to the circumference of this circle?

A 40.82 meters

B 33.17 meters

C 20.41 meters

Reporting Category:	**4 Geometry and Measurement**
Performance Indicator:	**0606.4.4 Calculate with circumferences and areas of circles.**

22 A circle has a radius of 16 meters.

$$\boxed{\text{Area} = \pi r^2}$$

What is the area of this circle, in terms of π?

F 16π square meters

G 32π square meters

H 256π square meters

Go On ▶

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Performance Indicator: **0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders.**

23 The dimensions of this square pyramid are shown in millimeters.
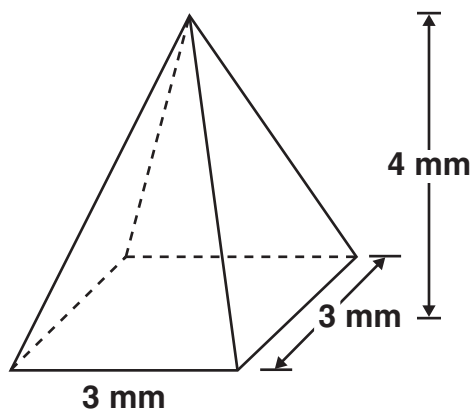
$$\text{Volume} = \frac{1}{3} Bh$$

$B =$ area of the base of the figure

$h =$ height of the figure

What is the volume of this square pyramid?

A 8 cubic millimeters

B 12 cubic millimeters

C 16 cubic millimeters

24 This graph shows the numbers of roses used for different types of flower arrangements.

Flower Arrangements
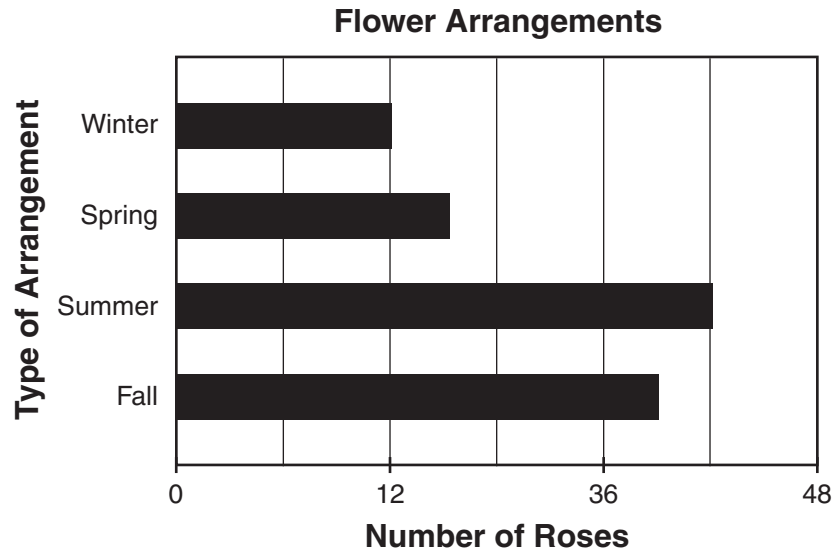
Which feature of the graph may be misleading?

F The labels on the vertical axis are the names of seasons.

G The scale on the horizontal axis is not constant.

H The bars are horizontal instead of vertical.

Go On ▶

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Reporting Category:	5 Data Analysis, Statistics and Probability
Performance Indicator:	**0606.5.3 Determine whether or not a sample is biased.**

25 Mr. Villarreal surveyed 50 men and 50 women at an ice cream shop. He wanted to determine if customers at his own restaurant would be likely to buy ice cream if he added it to his menu. Which sentence best explains why this sample group may be biased?

A The people in the sample group were all surveyed by the same surveyor.

B The people in the sample group were both men and women.

C The people in the sample group probably like ice cream.

STOP ⬣
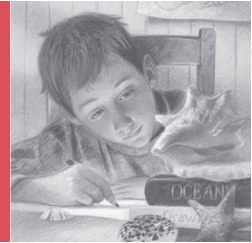
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Science

Reporting Category:	**1 Inquiry and Technology & Engineering**
Performance Indicator:	**0607.Inq.1 Design a simple experimental procedure with an identified control and appropriate variables.**

1 **Students want to find out whether vinegar will stop mildew from growing in a shower stall. The list shows some steps from their experiment.**

> 1. Spray two of the shower walls with vinegar every day for two weeks
>
> 2. At the end of two weeks, record the amount of mildew growing on all four shower walls

What is the dependent variable in this experiment?

A the walls that were sprayed with vinegar

B the amount of mildew that grew on the walls

C the number of weeks the experiment lasted

Performance Indicator: 0607.Inq.1 Design a simple experimental procedure with an identified control and appropriate variables.

2 A student builds an incomplete circuit with a battery, wires, and a light bulb. The student has four metal strips that he can use to complete the circuit. Each metal has a different ability to conduct electricity.
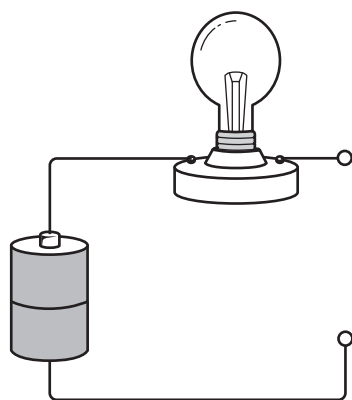
Incomplete Circuit   **Metal Strips**
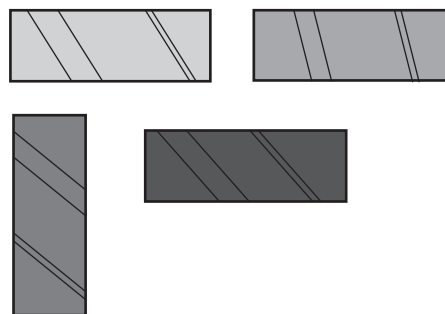
The student connects each metal strip to the circuit at different times. He observes how bright the light bulb shines each time. What is the independent variable?

F type of metal in the strip

G brightness of the light bulb

H strength of the battery

Reporting Category:	1 Inquiry and Technology & Engineering
Performance Indicator:	0607.Inq.2 Select tools and procedures needed to conduct a moderately complex experiment.

3 A student throws a ball with great force. Another student needs to determine the distance the ball travels and its speed. Which set of tools is <u>best</u> for this investigation?

A balance and ruler

B spring scale and clock

C stopwatch and meter stick

Go On ▶

4 The table shows high temperature data.

High Temperature Data

Day	High Temperature (°C)
Mon	22
Tues	28
Wed	31
Thurs	24
Fri	19

Which graph best shows the data from the table?
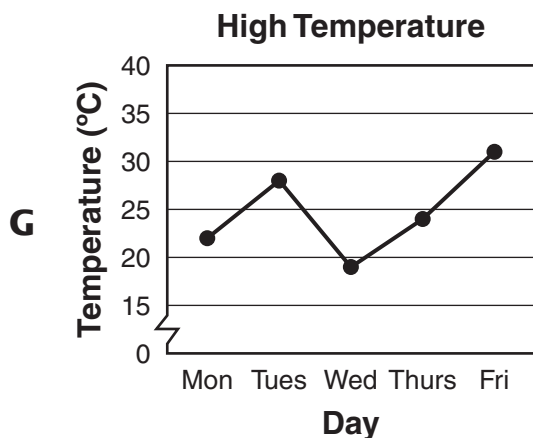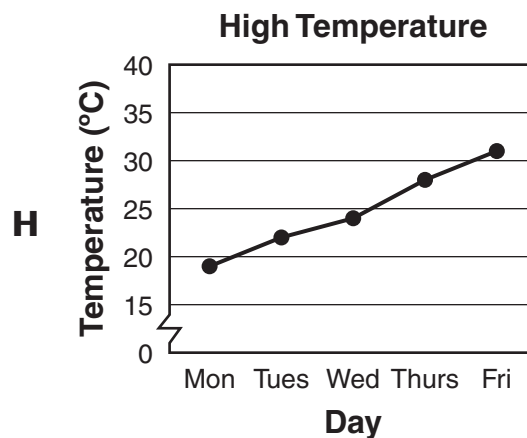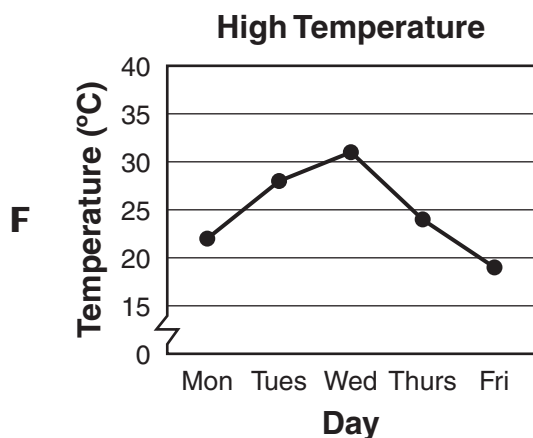
F

High Temperature

H

High Temperature

G

High Temperature

Reporting Category:	1 Inquiry and Technology & Engineering
Performance Indicator:	0607.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.

5 The table shows five years of rainfall data collected from one location.

Rainfall Data

Year	Rainfall Amount (centimeters)
2006	173
2007	151
2008	142
2009	138
2010	122

Which is the <u>best</u> conclusion based on these data?

A A drought began in 2008 and lasted until 2010.

B The amount of rainfall will increase between 2011 and 2016.

C Yearly rainfall amounts decreased every year between 2006 and 2010.

Reporting Category:	1 Inquiry and Technology & Engineering
Performance Indicator:	0607.Inq.5 Identify a faulty interpretation of data that is due to bias or experimental error.

6 Students poured water into a beaker and then heated the beaker on a hot plate. The water began to boil after 5 minutes. The students concluded that the water temperature increased at a rate of 20°C per minute. Which sentence best describes an error in the students' investigation?

F The students should have used a stove instead of a hot plate.

G The students should have measured the starting temperature of the water.

H The students should have determined the starting volume of the water.

Reporting Category:	1 Inquiry and Technology & Engineering
Performance Indicator:	0607.TE.1 Identify the tools and procedures needed to test the design features of a prototype

7 An engineer is designing a new machine. The machine is supposed to reduce the amount of force needed to move objects. The engineer tests a prototype of the machine. Which tool should the engineer use to determine the amount of force needed to move objects?

A spring scale

B digital thermometer

C electronic balance

Reporting Category:	**1 Inquiry and Technology & Engineering**
Performance Indicator:	**0607.TE.2 Evaluate a protocol to determine if the engineering design process was successfully applied.**

8 A company plans to make a new type of solar panel. Workers in the company make an engineering design plan. Which step will the workers perform before they build a model?

   F make improvements to the solar panel

   G think of new features for the solar panel

   H perform tests on the solar panel

Reporting Category:	**1 Inquiry and Technology & Engineering**
Performance Indicator:	**0607.TE.3 Distinguish between the intended benefits and the unintended consequences of a new technology.**

9 Which of these is an unintended consequence of using food crops, such as corn, for biofuel?

   A Biofuel crops take up land that could have been used for plants for human nutrition.

   B Biofuel crops can be grown in many places around the world.

   C Biofuel crops are a renewable energy source.

Go On ▶

Reporting Category:	1 Inquiry and Technology & Engineering
Performance Indicator:	0607.TE.4 Differentiate between adaptive and assistive engineered products (e.g., food, biofuels, medicines, integrated pest management).

10 **Which of these is the best example of adaptive engineering, and why?**

    F an elevator that has buttons in Braille because it helps a person overcome a disability

    G a smoke detector with a flashing light because it warns a person about possible danger

    H a computer-controlled laser that reshapes the lens in a person's eye because lasers were originally developed for a different purpose

Reporting Category:	2 Interdependence
Performance Indicator:	0607.2.1 Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web.

11 **A polar bear hunts a seal. After the polar bear has finished feeding, an Arctic fox consumes the remaining meat. What is the role of the Arctic fox in this situation?**

    A scavenger

    B predator

    C producer

Reporting Category:	2 Interdependence
Performance Indicator:	0607.2.2 Interpret how materials and energy are transferred through an ecosystem.

12 Hawks, grasses, songbirds, and caterpillars live in a forest. Which of these correctly shows the energy flow among these organisms?

F caterpillars $\longrightarrow$ hawks $\longrightarrow$ grasses $\longrightarrow$ songbirds

G grasses $\longrightarrow$ caterpillars $\longrightarrow$ songbirds $\longrightarrow$ hawks

H hawks $\longrightarrow$ caterpillars $\longrightarrow$ grasses $\longrightarrow$ songbirds

Reporting Category:	2 Interdependence
Performance Indicator:	0607.2.3 Identify the biotic and abiotic elements of the major biomes.

13 Which parts of an Arctic tundra biome are abiotic?

A polar bears

B conifer trees

C cold temperatures

Reporting Category:	2 Interdependence
Performance Indicator:	**0607.2.4 Identify the environmental conditions and interdependencies among organisms found in the major biomes.**

14 An area receives a moderate amount of rain and snow each year. Fires burn the area every few years. Bison and deer live in the area. Which biome is <u>most</u> likely being described?

F desert

G grassland

H taiga

15 The table describes three parts of the universe.

Descriptions of Parts of the Universe

Part	Description
1	A collection of planets, moons, comets, and asteroids that orbit a single star
2	Millions of asteroids that orbit the sun between two planets
3	Pieces of material that break off from a comet and hit the surface of a planet

Which part is <u>most</u> likely the solar system?

A 1

B 2

C 3

Reporting Category:	3 The Universe
Performance Indicator:	0607.6.2 Explain how the relative distance of objects from the earth affects how they appear.

16 Stars in the night sky are actually much larger than the moon. Why do stars look smaller than the moon when people look at them from Earth?

    F   The moon blocks some visible parts of the stars.

    G   The sun reflects some light coming from stars toward Earth.

    H   Stars are much farther away from Earth than the moon is.

Reporting Category:	3 The Universe
Performance Indicator:	0607.6.3 Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon.

17 Which of these takes about 24 hours to complete?

    A   Earth rotating once on its axis

    B   the moon revolving once around Earth

    C   Earth revolving once around the sun

Reporting Category:	3 The Universe
Performance Indicator:	0607.6.4 Explain the different phases of the moon using a model of the earth, moon, and sun.

18 The diagram shows the positions of Earth and the moon at one point in time.
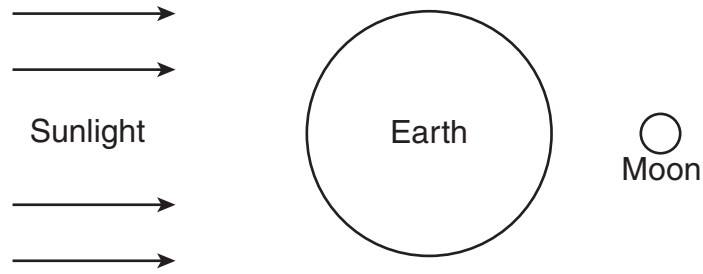
What phase will be viewed from Earth at this time?

F full moon

G first quarter moon

H waning crescent moon

19 Which of these has the <u>greatest</u> effect on the location of a high tide on Earth?

    A distance between the sun and Earth

    B strength of the magnetic field of Earth

    C position of the moon as it orbits Earth

Reporting Category:	3 The Universe
Performance Indicator:	0607.6.6 Use a diagram that shows the positions of the earth and sun to explain the four seasons.

20 The diagram shows Earth in three positions during its orbit around the sun.
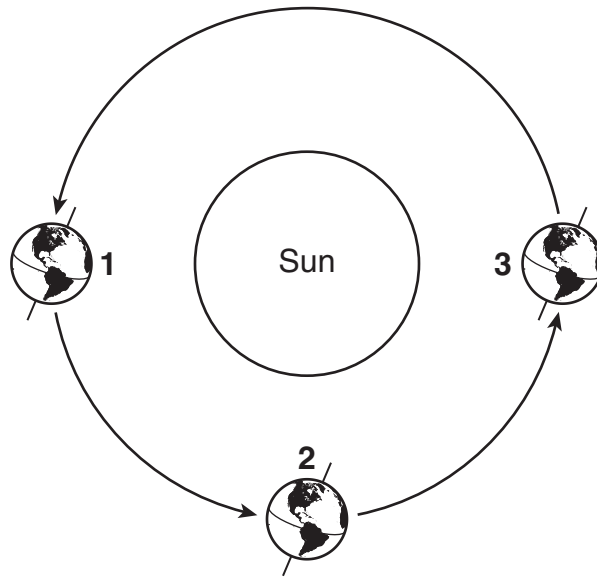
In which position will summer begin in the Southern Hemisphere?

F 1

G 2

H 3

Performance Indicator: **0607.6.7 Explain the difference between a solar and a lunar eclipse.**

21   Which <u>best</u> describes a lunar eclipse?

   A   The dark side of the moon faces Earth.

   B   Earth is between the sun and the moon.

   C   The light traveling to Earth is blocked by the moon.

Reporting Category:	4 The Atmosphere
Performance Indicator:	0607.8.1 Analyze data to identify events associated with heat convection in the atmosphere.

22 The table shows air temperatures near a coast for part of one day.

Air Temperatures

Time	Air Temperature over Land (°F)	Air Temperature over Water (°F)
1:00 P.M.	80	78
2:00 P.M.	81	79
3:00 P.M.	82	80
4:00 P.M.	83	81

Which event is caused by the temperature differences between the air over land and the air over water?

F   high tide

G   tropical storm

H   sea breeze

Go On ▶

Reporting Category:	4 The Atmosphere
Performance Indicator:	**0607.8.2 Recognize the connection between the sun's energy and the wind.**

23 **Which of these directly results from uneven heating of Earth by the sun?**

   A thunderstorms

   B air movements

   C high tides

24   The picture shows a type of wind called a sea breeze.

Wind

Shore   Sea
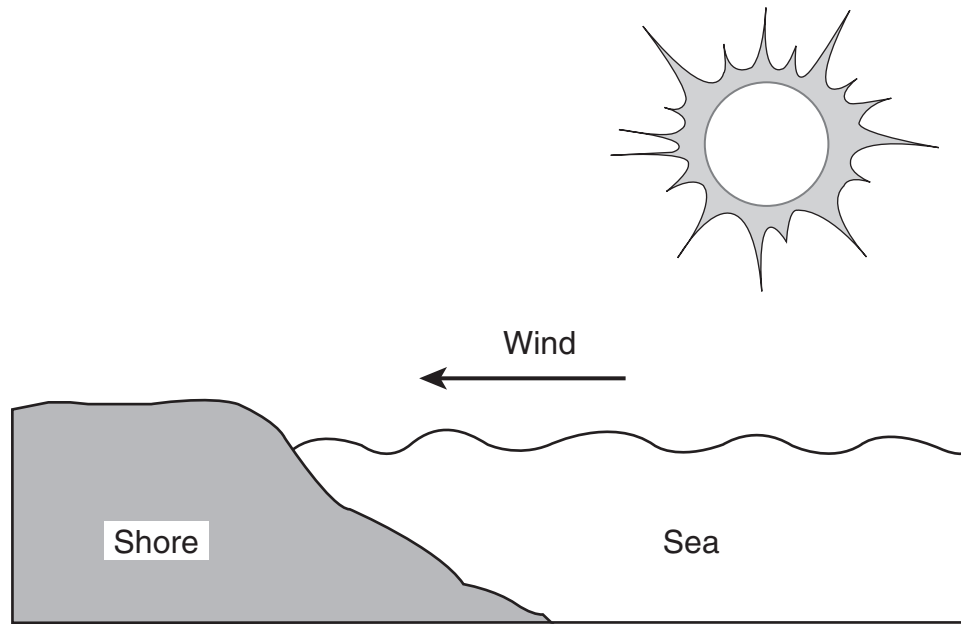
What causes a sea breeze to form?

F   the rotation of Earth on its axis

G   the pull of gravity from the sun and moon

H   the difference in air temperatures over water and land

Go On ▶

Performance Indicator: **0607.8.3 Describe how temperature differences in the ocean account for currents.**

25   **Which of these is the main cause of deep-ocean currents?**

     A   spreading of the sea floor

     B   the magnetic field of Earth

     C   differences in water temperature

Reporting Category: 4 The Atmosphere

Performance Indicator: 0607.8.4 Interpret meteorological data to make predictions about the weather.

26 The table shows some weather data.

Weather Data

Time	Temperature (°F)	Air Pressure (inches of mercury)	Wind Speed (miles/hour)
9:00 A.M.	84	30.0	10
11:00 A.M.	83	29.5	12
1:00 P.M.	81	29.3	16
3:00 P.M.	77	29.0	20

What is the <u>best</u> weather prediction for later that afternoon?

F hot and dry

G calm and clear skies

H rain and wind

Go On ▶

Reporting Category:	5 Energy, Forces in Nature
Performance Indicator:	0607.10.1 Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy.

27 **When will an object increase its gravitational potential energy?**

    A when the object is raised high from the ground

    B when the object is stretched from its original shape

    C when the object is heated to a warmer temperature

Reporting Category:	5 Energy, Forces in Nature
Performance Indicator:	**0607.10.2 Interpret the relationship between potential and kinetic energy.**

28 The picture shows a person hanging from a swing.

What happens to the gravitational potential energy of the person as she moves from Point 1 to Point 2?

F Her gravitational potential energy increases.

G Her gravitational potential energy decreases.

H Her gravitational potential energy stays the same.

Go On ▶

Grade 6 Science │ Page 115

29   The picture shows a battery-powered digital music player.

Digital Music Player
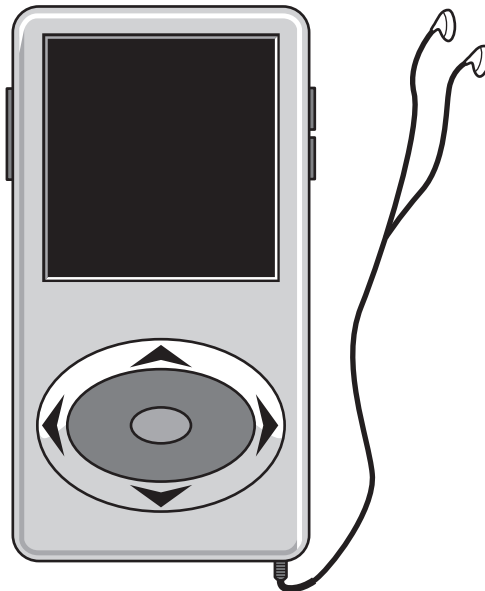
Which energy changes take place when the digital music player is operating?

A   sound to chemical to electrical

B   chemical to electrical to sound

C   electrical to chemical to sound

Reporting Category:	5 Energy, Forces in Nature
Performance Indicator:	**0607.10.4 Explain the Law of Conservation of Energy using data from a variety of energy transformations.**

30 **Candle wax contains stored chemical energy.**
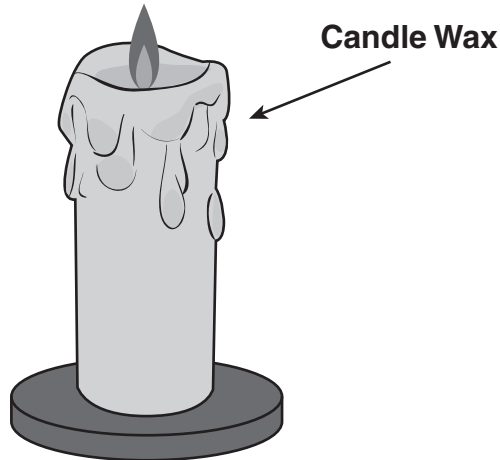
Candle Wax

What happens to the chemical energy stored in the candle wax when the candle burns?

F The energy is completely destroyed.

G The energy is changed into heat and light.

H The energy is changed into matter in the candle.

Go On ▶

Performance Indicator: **0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced.**

31 **A student builds a circuit.**
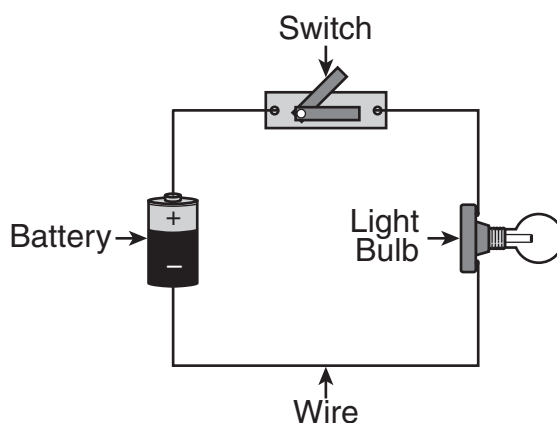
When the student closes the switch, what type of energy will be changed in the bulb to produce light?

A electrical

B nuclear

C mechanical

Reporting Category:	5 Energy, Forces in Nature
Performance Indicator:	0607.12.2 Identify materials that can conduct electricity.

32 **Which object is the _best_ conductor of electricity?**

   F   silk thread

   G   silver wire

   H   cotton yarn

STOP ⬡

Social Studies
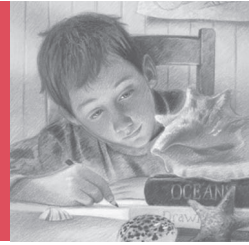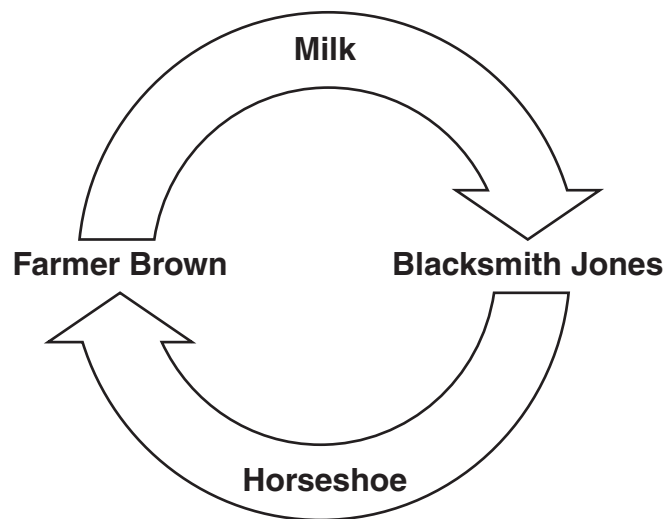
1 Study the diagram.

Which type of exchange is shown in this diagram?

A barter

B cash

C credit

2 Study the map.

?
_____
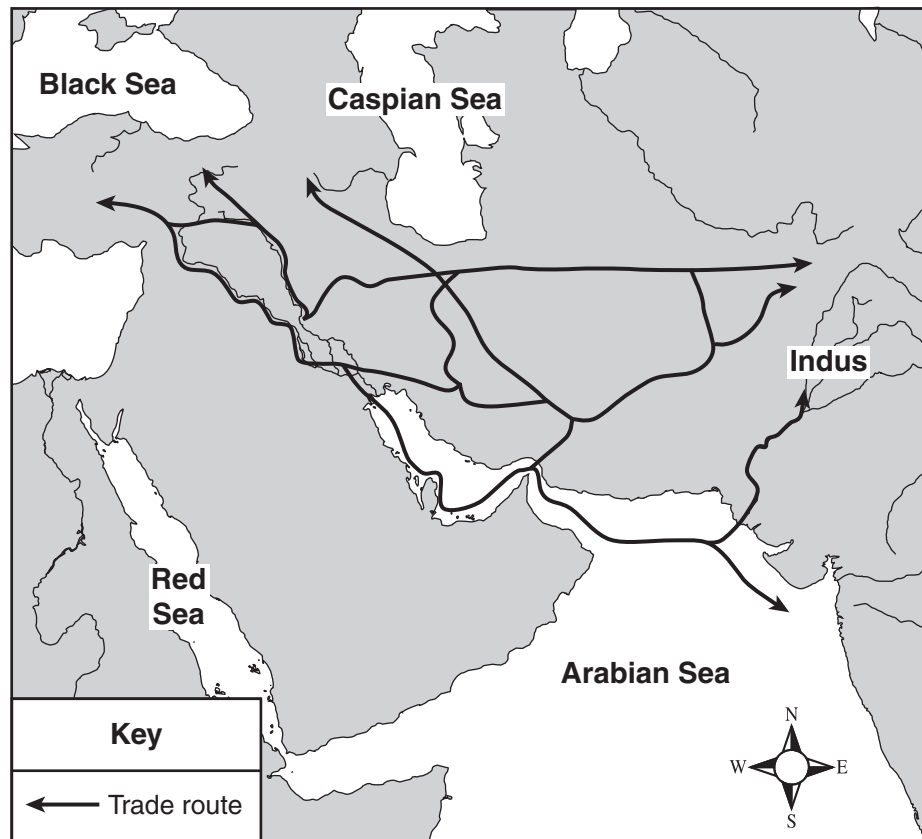
Which title best labels the map?

F Persian Trade Routes

G Trans-Saharan Trade Routes

H Manila Galleon Trade Routes

Go On ▶

Reporting Category:	1 Economics
Performance Indicator:	**6.2.3 Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and domestication of plants and animals.**

3 Which advantage did early farmers have over nomads?

A Farmers could grow crops.

B Farmers needed fewer personal possessions.

C Farmers had to follow animals for hunting.

Reporting Category:	1 Economics
Performance Indicator:	**6.2.4 Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).**

4 Early civilizations in the Indus Valley region developed an economic system based on the

F trading of spices.

G growing of crops.

H mining of gold.

Reporting Category:	1 Economics
Performance Indicator:	6.2.5 Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).

5 **In the 16th century, European nations attempted to increase their power through the**

A introduction of new trading practices.

B adoption of universal military service.

C establishment of democratic systems.

Reporting Category:	1 Economics
Performance Indicator:	6.2.6 Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).

6 **Study the list.**

- Vasco da Gama – 1497
- Vasco Núñez de Balboa – 1513
- Ferdinand Magellan – 1521

Why did European rulers pay for expeditions led by these men?

F high unemployment rates

G desire for riches

H limited food supplies

Go On ▶

Performance Indicator: **6.4.1 Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy).**

7 **Study the passage.**

> The Basic Law adopted in 1992 declared that Saudi Arabia is . . . ruled by the sons and grandsons of King Abdul Azīz Al Sa'ūd . . .
>
> — U.S. Department of State

Which type of government is described in the passage?

A democracy

B republic

C monarchy

Page 124 │ Grade 6 Social Studies

Reporting Category:	2 Governance and Civics
Performance Indicator:	6.4.2 Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).

8 Study the diagram.

Nomadic Tribes		City-States
Society ruled by traditions	$\longrightarrow$	Society ruled by an organized government
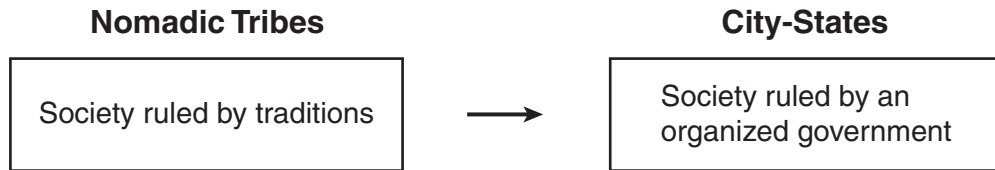
Which development contributed to the change shown in the diagram?

F the creation of a written language

G the expansion of trade routes

H the establishment of permanent settlements

Reporting Category:	2 Governance and Civics
Performance Indicator:	6.4.3 Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).

9 Why is the Code of Hammurabi an important document in world history?

A It recorded the use of ancient trade routes.

B It provided an early example of written law.

C It served as the earliest form of literature.

Reporting Category:	2 Governance and Civics
Performance Indicator:	**6.4.4 Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).**

10 Study the list.

> • Peasants farmed the land.
> • Lords protected the peasants.

The people described in the list were part of

F an Egyptian city.

G the European feudal system.

H the Indian caste system.

Reporting Category:	2 Governance and Civics
Performance Indicator:	**6.4.5 Compare and contrast the lives of individual citizens in various governmental organizations (i.e., monarchial systems, caste systems, democratic systems -Greek).**

11 Study the diagram.

European feudal system | ? | Indian caste system
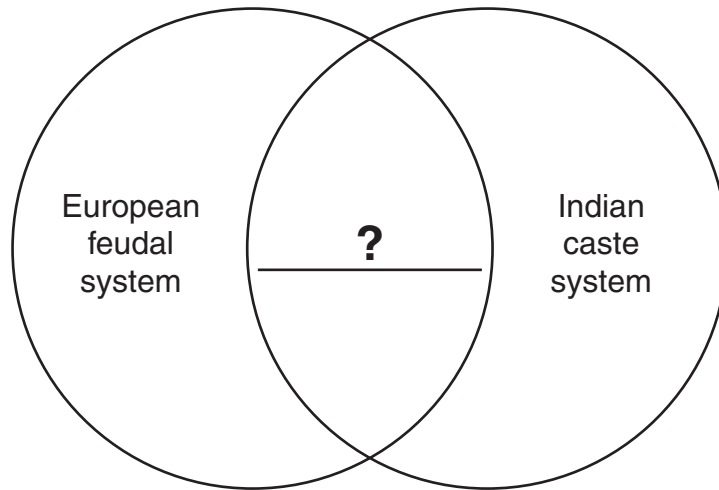
Which part of culture is shared by both systems?

A Society divided into classes

B Free schooling for children

C Belief in only one god

Performance Indicator:	**6.1.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).**

12 Study the photos.

Temple of Kukulcán, Mexico

Temple of Isis, Egypt

Based on these photos, which conclusion is correct about these civilizations?

F   Temples were an important part of these cultures.

G   Temples served as main trading centers.

H   Scholars used temples for educating the youth.

Reporting Category:	3 Geography
Performance Indicator:	6.1.6 Recognize reasons that cultural groups develop or settle in specific physical environments.

13 What is the <u>main</u> reason early Egyptians created permanent settlements in the Nile Valley?

    A   mineral resources

    B   plains for herding

    C   fertile soil

Reporting Category:	3 Geography
Performance Indicator:	6.1.8 Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).

14 What was one reason for the early spread of Christianity in Europe?

    F   the growth of the Roman Empire

    G   the migration of Chinese scholars

    H   crusades to the Holy Land

15 Study the map.
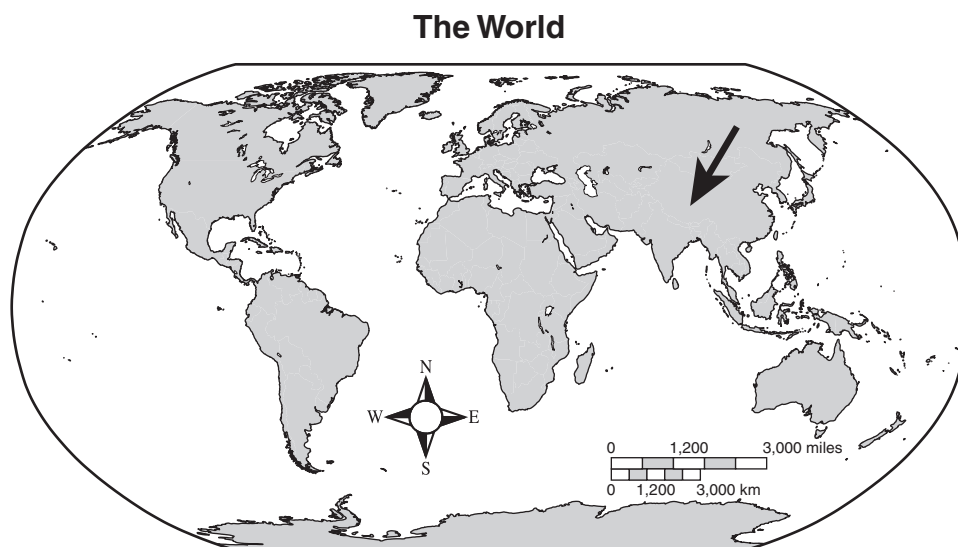
The World

Which basic component is identified by the arrow on the map?

A ocean

B continent

C scale

Performance Indicator:	**6.3.2 Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).**

16 **Study the map.**

Eastern United States

Which basic geographic form is identified by the arrow on the map?

F river

G lake

H gulf

Go On ▶

Grade 6 Social Studies │ Page 131

17 Study the map.

The World

Which number on the map identifies the region of early Chinese civilizations?

A 1

B 2

C 3

Reporting Category:	3 Geography
Performance Indicator:	**6.3.4 Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, river valleys).**

18 Study the map.

Early Indian Civilization

Key
- ● City
- ∼ River
- ▨ Desert
- ∿ Mountain
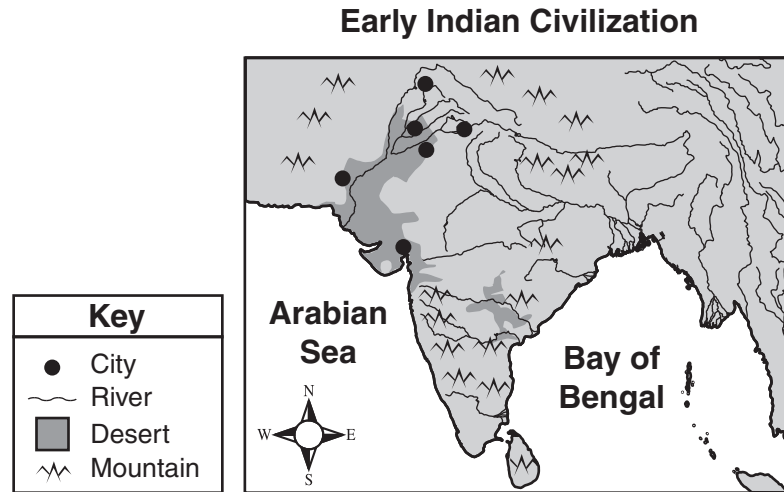
Which geographic factor influenced the establishment of cities in the darker-shaded areas?

F Coastal lands were used as transportation routes.

G Mountain ranges provided protection from floods.

H River valleys provided fertile lands for crops.

| Performance Indicator: | 6.3.5 Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps). |

19 **Study the map.**

Sudan, Africa
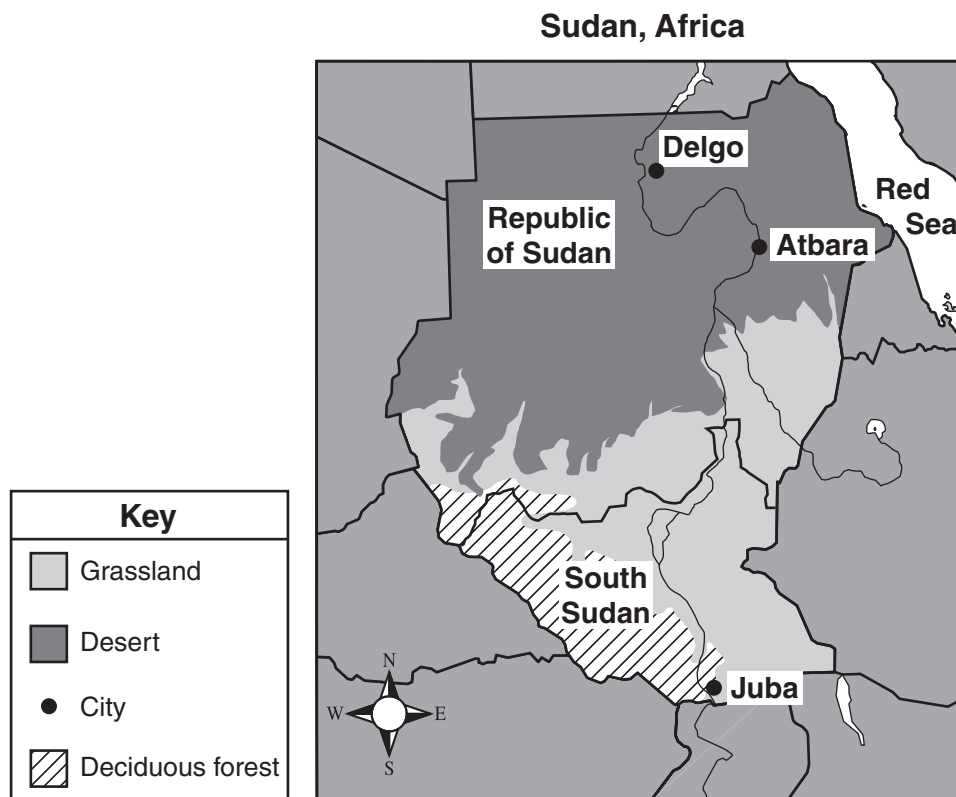
Which location on the map would <u>most</u> likely receive the <u>greatest</u> amount of rainfall?

A Delgo

B Atbara

C Juba

Reporting Category:	3 Geography
Performance Indicator:	6.3.6 Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions).

20 Study the graph.

World Population, 1950 – 1965

Source: US Bureau of the Census
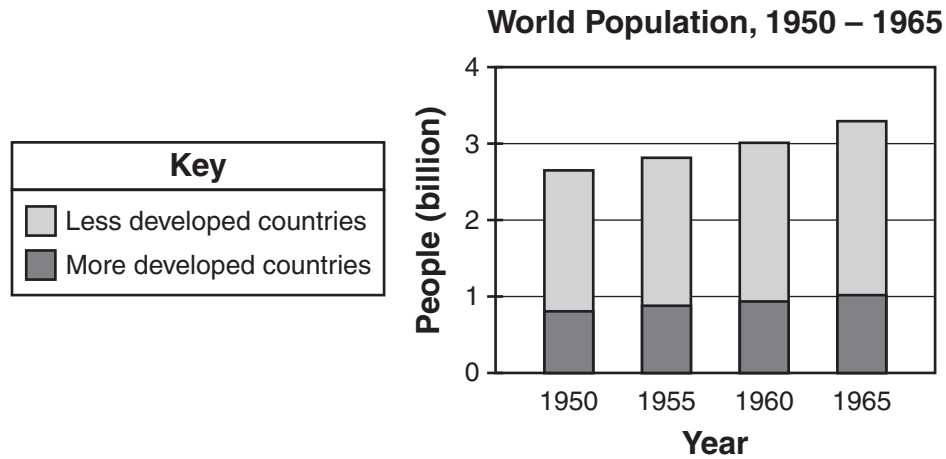
Which statement is supported by this graph?

F The population in more developed countries was greater in 1950 than in 1965.

G The population in less developed countries increased between 1950 and 1965.

H The world population increased the most between the years 1955 and 1960.

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.1.3 Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).

21 Study the diagram.

```
              ┌─────────────┐
              │      ?      │
              │  ─────────  │
              └──────┬──────┘
        ┌───────────┼───────────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Originated in│ │Holy scriptures│ │ Hebrews led │
│the Middle East│ │called the Torah│ │ from Egypt  │
└──────────────┘ └──────────────┘ └──────────────┘
```
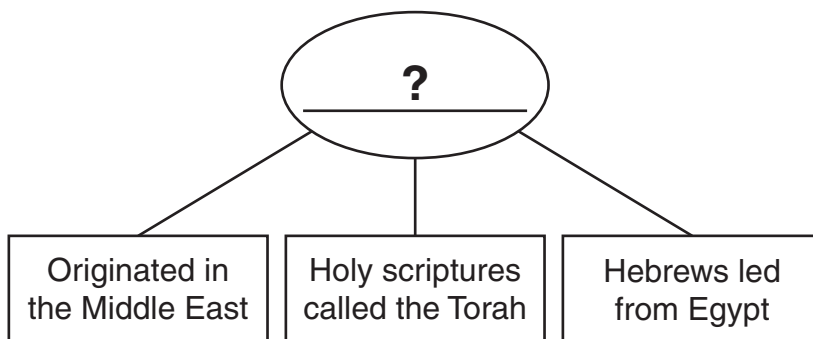
Which religion **best** completes the diagram?

A Judaism

B Shinto

C Islam

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.1.4 Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).

22 Which information does *The Iliad* provide to historians studying ancient Greece?

F It aids in the understanding of culture.

G It describes an early system of farming.

H It explains the laws for a society.

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.1.7 Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).

23 Which development <u>most</u> helped Sumerians know what was legally expected of them?

A election of local officials

B clear social class divisions

C written code of laws

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.1 Read a timeline and order events of the past between prehistory and the Renaissance.

24 Study the timeline.

Events in World History

3150 B.C.E. — Egypt unified under King Menes

①

1750 B.C.E. — Fall of Indus Valley civilization

②

650 B.C.E. — First coins used by Lydians

③

122 C.E. — Hadrian's Wall built
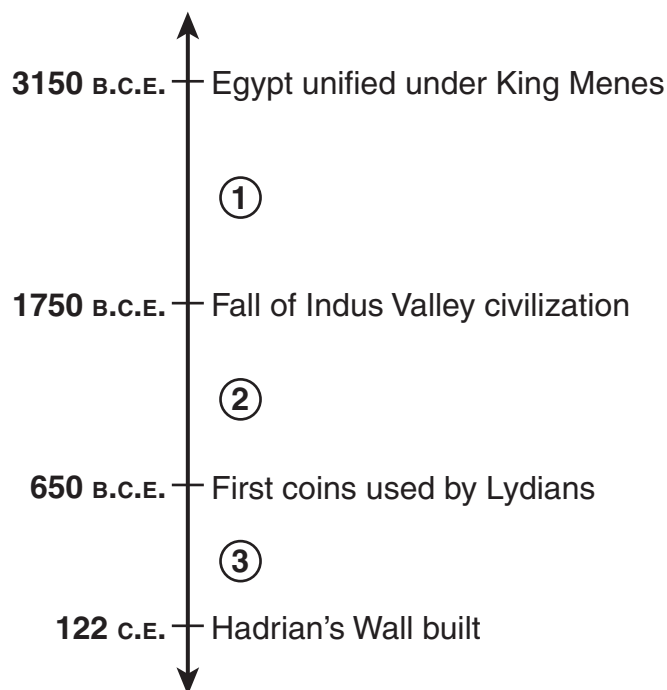
14 C.E. — Tiberius becomes emperor of Rome

Where should this event be placed on the timeline?

F 1

G 2

H 3

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.2 Recognize the types of early communities (i.e., nomadic fishing, farming).

25 **Study the excerpt.**

> Nowhere do they have a permanent place to live, nor do they know where they will live next. . . . For in winter they go down to warmer regions in the south: in summer they go up to cooler regions in the north.
>
> — Adapted from William of Rubrouck's Account of the Mongols (1253–1255)

Which type of community is described in this excerpt?

A nomadic

B mining

C farming

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.3 Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).

26 Study the picture.

**Sculpture Located at the
Ming Dynasty Tombs**

© Prill Mediendesign & Fotografie/iStockphoto #15163524

Which culture created the artifact shown in this picture?

F Indian

G Chinese

H Greek

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.4 Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).

27 **Study the photograph.**

Hieroglyphics in an Egyptian Temple

What was the purpose of the symbols in the photograph?

A to record trade

B to develop art styles

C to use as a writing form

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).

28 **Study the drawing.**

Gutenberg's Printing Press
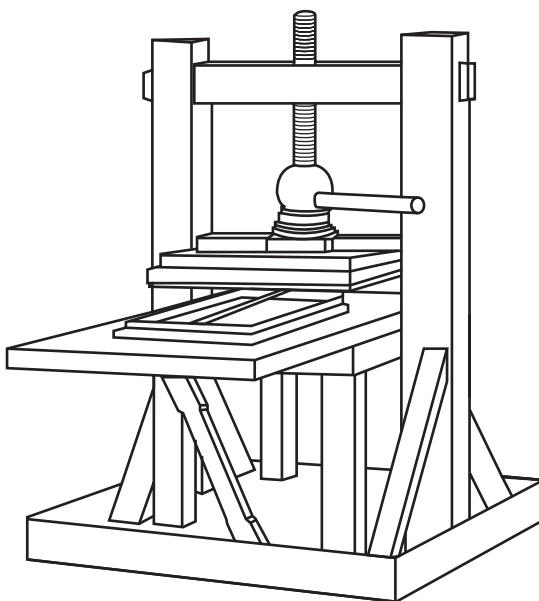
What was one effect of this invention?

F Explorers were able to navigate more easily.

G Farmers were able to record crop harvests.

H Citizens received greater access to books.

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.6 Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic).

29 A century is equal to

A   1 year.

B   10 years.

C   100 years.

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.7 Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).

30 Which event took place during the Middle Ages?

F   Romans built Hadrian's Wall in Britain in 122 C.E.

G   Soldiers reclaimed the Holy Land in 1095 C.E.

H   Dutch warriors conquered the East Indies in 1619 C.E.

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.10 Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance languages).

31 Which event had the <u>greatest</u> impact on the growth of Romance languages throughout Europe?

A   the establishment of new trade routes to Rome

B   the translation of Egyptian hieroglyphics

C   the expansion of the Roman Empire

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.11 Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).

32 **Study the passage.**

> Tiberius Caesar got rid of foreign religious groups, especially Egyptian and Jewish customs, persuading all followers . . . to burn their religious clothing. . . .
>
> — Adapted from Suetonius: The Life of Tiberius Caesar, c. 100 C.E.

Based on the passage, which conclusion could be made about Tiberius Caesar?

F   Tiberius Caesar believed in only one god.

G   Tiberius Caesar limited different religious practices.

H   Tiberius Caesar wanted to separate church and state.

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.5.12 Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).

33 Study the map.

Central America
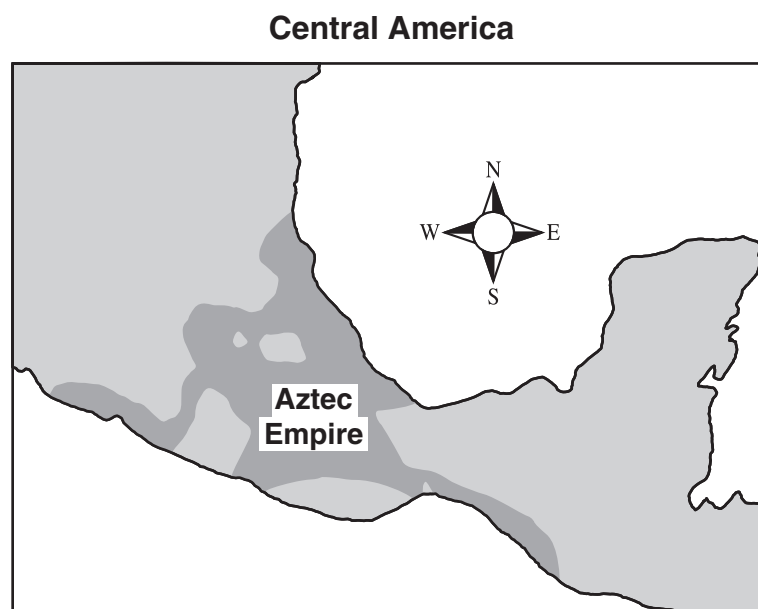
Which issue contributed to the fall of the empire shown on the map?

A population growth

B warfare and disease

C lack of fertile land

Reporting Category:	**4 World History: Prehistory-Ancient Civilization**
Performance Indicator:	**WH1.6.5.17 Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.**

34 Study the picture.

Juno and Minerva
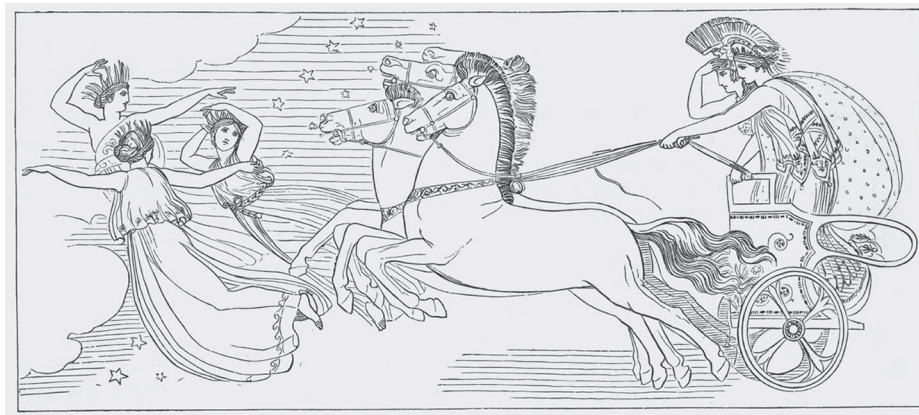
Which culture worshiped the gods shown in the illustration?

F Sumerian

G Roman

H Egyptian

Go On ▶

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.6.1 Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).

35 **What was one way European Christians influenced the history of the Middle East?**

    A Pope Urban II called on all able men to take control of the Holy Land.

    B Martin Luther posted his Ninety-Five Theses on the door of a church.

    C Charlemagne was crowned emperor of the Romans by Pope Leo III.

Reporting Category:	4 World History: Prehistory-Ancient Civilization
Performance Indicator:	WH1.6.6.3 Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian church, William of Normandy-English Monarchy, Joan of Arc-Hundred Years War, Buddha-Chinese Culture).

36 **Why was Joan of Arc important to medieval Europe?**

    F She created a new religion.

    G She improved farming practices.

    H She was an effective military leader.

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.1.2 Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.

37 **Study the headline.**

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┌─────────────────────────────────────┐
│  ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬     │
│                                      │
│            Daily Express             │
│  ──────────────────────────────────  │
│                                      │
│     Egyptian Government Searches     │
│        for Oil along Nile River      │
│                                      │
└─────────────────────────────────────┘
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Which specialist would <u>most</u> likely manage the project described in this headline?

A geologist

B archaeologist

C seismologist

Go On ▶

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).

38 Study the chart.

Systems of Writing

Germany	?
Latin-Based System	Pictograph-Based System

Which country **best** completes this chart?

F Spain

G China

H India

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.6 Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic).

39 The 18th century occurred during which years?

A 1600 – 1699 A.D.

B 1700 – 1799 A.D.

C 1900 – 1999 A.D.

40 **Study the excerpt.**

> [J]ust as the moon [obtains] its light from
> the sun . . . so too the royal power [obtains]
> the splendor of its dignity from the …
> [pope's] authority. . . .
>
> — Pope Innocent III, 1198 C.E.

This excerpt claims that all royal power comes from the

F church.

G army.

H government.

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	**WH2.6.5.9 Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.**

41 Study the timeline.

**Famous Historical Literature,
c. 1000 A.D. – c. 1400 A.D.**

c. 1000 A.D. — *Beowulf*

c. 1100 A.D. — *The Song of Roland*

c. 1200 A.D. — Legends of King Arthur

c. 1400 A.D. — *The Canterbury Tales*
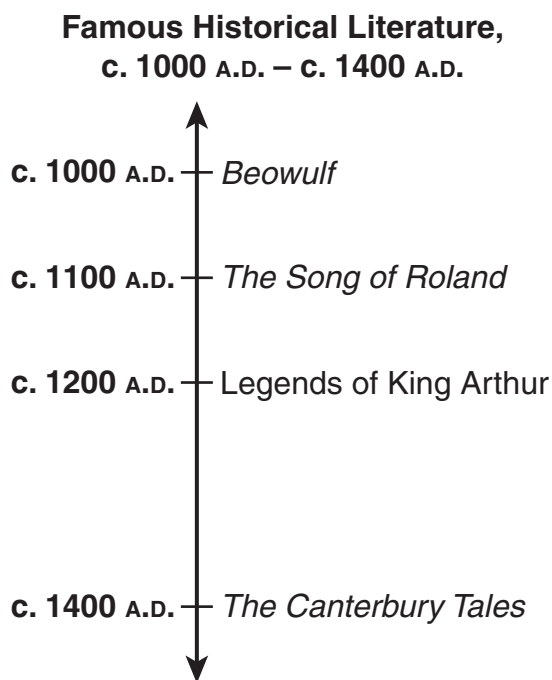
Based on the timeline, which work of literature was written after the legends of King Arthur?

A *Beowulf*

B *The Song of Roland*

C *The Canterbury Tales*

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.13 Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).

42 **What was one effect of the agricultural revolution on Western Europe?**

    F   an increase in costs of production

    G an increase in harvest yields

    H an increase in overseas exploration

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.14 Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).

43 **Study the chart.**

How European Thinkers Explained the World

Before	After
• Traditional beliefs	• Experimentation and measurement

Which historical period best explains the change shown in this chart?

    A the Bronze Age

    B the Middle Ages

    C the Renaissance

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.15 Evaluate to what extent civilizations build on the accomplishments of previous civilizations.

44 Which ancient civilization had the <u>greatest</u> influence on the U.S. system of government?

F Egyptian

G Roman

H Chinese

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	WH2.6.5.16 Compare and contrast the historical development of the Western, Eastern, and African cultures.

45 Which characteristic was common in the early development of both Eastern and Western cultures?

A a universal written language

B a belief in a single god

C a system of trade networks

Reporting Category:	5 World History: Dark Ages-Renaissance
Performance Indicator:	**WH2.6.6.2 Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).**

46 Which individual is credited with inventing the printing press?

   F   Johannes Gutenberg

   G   Martin Luther

   H   Marco Polo

STOP

Reading/Language Arts
Answer Key

1	B		22	F		43	B		64	F
2	H		23	C		44	F		65	C
3	B		24	H		45	B		66	F
4	F		25	A		46	F		67	B
5	B		26	G		47	C		68	G
6	H		27	A		48	G		69	C
7	A		28	F		49	B		70	H
8	G		29	B		50	G		71	B
9	A		30	G		51	B		72	F
10	F		31	C		52	G		73	C
11	B		32	H		53	B		74	H
12	H		33	A		54	F		75	C
13	A		34	H		55	C		76	F
14	G		35	B		56	G		77	C
15	C		36	F		57	B		78	F
16	H		37	A		58	F		79	A
17	B		38	G		59	A		80	G
18	G		39	B		60	F		81	C
19	C		40	H		61	B		82	H
20	G		41	A		62	G		83	B
21	C		42	H		63	C		84	H

Mathematics
Answer Key

1	A
2	G
3	A
4	F
5	C
6	H
7	C

8	G
9	A
10	F
11	A
12	G
13	B
14	F

15	C
16	H
17	B
18	G
19	C
20	G
21	C

22	H
23	B
24	G
25	C

Science
Answer Key

1	B		9	A		17	A		25	C
2	F		10	H		18	F		26	H
3	C		11	A		19	C		27	A
4	F		12	G		20	H		28	G
5	C		13	C		21	B		29	B
6	G		14	G		22	H		30	G
7	A		15	A		23	B		31	A
8	G		16	H		24	H		32	G

Social Studies
Answer Key

1	A		13	C		25	A		37	A
2	F		14	F		26	G		38	G
3	A		15	B		27	C		39	B
4	G		16	G		28	H		40	F
5	A		17	C		29	C		41	C
6	G		18	H		30	G		42	G
7	C		19	C		31	C		43	C
8	H		20	G		32	G		44	G
9	B		21	A		33	B		45	C
10	G		22	F		34	G		46	F
11	A		23	C		35	A			
12	F		24	H		36	H			

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 6

Item Sampler

Version B